DOCUMENT RESUME

ED 059 513 CG 007 017

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TITLE Group Counseling for Individual Decision-Making: Maximizing the Effectiveness of the College Placement Service.
INSTITUTION Michigan State Univ., East Lansing.; Virginia Univ., Charlottesville.
SPONS AGENCY Esso Education Foundation.
PUB DATE Nov 71
NOTE 118p.

EDRS PRICE MF-$0.65 HC-$6.58
DESCRIPTORS Career Planning; *College Students; Counseling Effectiveness; Decision Making; *Demonstration Projects; *Employment Interviews; Occupational Guidance; *Placement; Student Personnel Services; *Vocational Counseling

ABSTRACT

This report is the result of a demonstration project the purposes of which were to demonstrate the feasibility of providing career counseling by specially trained graduate assistants as part of the college placement service, and to demonstrate that such counseling can be provided as effectively and more efficiently in a group setting than in the traditional one-to-one relationship. Criteria for the Project consisted of ratings of the randomly-placed clients by employer representatives, comparable ratings by the Director of Placement, and client satisfaction. The placement registrants who participated in the Project received employment interview evaluations significantly below those of randomly selected control interviews. Despite reporting more difficulty with securing positions than a randomly selected group of placement registrants, the placement clients who participated in the Project counseling gave equally favorable evaluations to the placement services they received. Project participants' placement success was rated by the Placement Director as equal to that of the randomly selected control group. This ultimate placement success was seen as a result of the non-traditional services they received. No differences in outcome were apparent between those counseled individually and those counseled in groups. (Author/CJ)

ED 059513

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NOVEMBER 1971

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The final report of a demonstration project supported by the ESSO Education Foundation Program of Support for Promoting the Utilization of Resources (SPUR), conducted at the University of Virginia, Charlottesville, Virginia.

September, 1969 - September, 1971

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ABSTRACT

This report is the result of a demonstration project entitled "Group Counseling for Individual Decision-Making: Maximizing the Effectiveness of the College Placement Service." The Project was conducted at the University of Virginia from September, 1969 to September, 1971, and was funded by the SPUR Program of the ESSO Education Foundation.

The purposes of the Project were two-fold: (a) to demonstrate the feasibility of providing career counseling by specially trained graduate assistants as part of the college placement service, and (b) to demonstrate that such counseling can be provided as effectively and more efficiently in a group setting than in the traditional one-to-one relationship.

Two beginning graduate students in counseling and personnel services were given one week of intensive training as placement service vocational counselors. During this time the trainees were oriented to the placement service and were given intensive training in both individual and group counseling.

The placement registrants who served as clients in the Project received vocational counseling in addition to regular placement services. Clients were randomly assigned to either individual or group counseling. Each trainee served as both a group leader and an individual counselor. Training time was equated for the two types of counseling. Three such counseling programs of five weeks each were held during the academic year following the training program.

Criteria for the Project consisted of ratings of the clients by employer representatives, comparable ratings by the Director of Placement, and client satisfaction. Ratings of clients counseled individually were compared with those of clients counseled in groups. In addition, both sets of ratings were compared with a sample of ratings based on clients who received only the traditional (non-counseling) placement services.

The placement registrants who participated in the Project as counseling clients received employment interview evaluations which were significantly below those of randomly selected control interviews. Whether the rated interview was before or after the Project counseling programs did not effect the ratings by employer representatives. Despite reporting more difficulty with securing positions than a randomly selected group of placement registrants, the placement clients who participated in the Project counseling gave equally favorable evaluations to the placement services they received. The Project participants also gave their counseling programs a favorable evaluation. Likewise, the Project participants' placement success was rated by the Placement Director as equal to that of a randomly selected control

group. The ultimate placement success of Project clients was seen as a result of the non-traditional services they received. While both clients and counselors reported more positive feelings about individual counseling, no differences in outcome were apparent.

ACKNOWLEDGEMENTS

The investigators received assistance from many persons and organizations during this demonstration project. While recognizing each contribution is impossible, the following merit special recognition.

The Esso Education Foundation, whose grant provided financial support for the Project, and Frederick de W. Bolman, Executive Director of the Foundation, whose patience and encouragement made carrying out the Project a pleasure.

D. Alan Williams, Vice-President for Student Affairs, and Frederick R. Cyphert, Dean of the School of Education, who provided administrative support without which the Project could not operate.

The recruiters who completed evaluations of placement registrants they interviewed, thus providing a basic source of data.

Richard K. Harwood and Wistar M. Withers, the counselors, whose dedication to assisting their clients went far beyond that expected or required.

Finally, the investigators wish to express their sincere appreciation to the students who participated in the Project and those who provided control data.

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PART I

INTRODUCTION

Problem Area

The college placement service has grown from a notice on the bulletin board and concerned professor function to a major student personnel service at many institutions of higher education. However, there are placement officers and student personnel administrators who realize that merely expanding the traditional placement services of credentials duplication and interview coordination does not meet the needs of contemporary students.

An analysis of college placement offices reveals student dissatisfaction with placement service exemplified by the following comment written by a student: "The placement office is a typical academic maze, and the campus counselors exist, but they are so difficult to see--there is a definite need for another attempt to bridge the gap between student and commerce, the university placement offices do not perform the job (Boyer, 1969, p. 82)." That career selection is a vital student concern is evidenced by student expressions at such diverse institutions as the University of Missouri (Callis, 1965), Stanford University (Seligsohn, 1969), and Southern Illinois University (Graff & MacLean, 1970). Likewise, students are not satisfied with the quality of the career counseling they receive at their institutions.

Students are not alone in their recognition of a counseling void in the college placement service; a 1962 placement text published by The College Placement Council (Teal & Herrick, 1962) presented vocational counseling as a legitimate and necessary placement function. The author of a later version of that text indicates that the expansion of career counseling is the vital element in the development of placement as a profession (Stephens, 1970). Felix C. Robb (1971), Director of the Southern Association of Colleges and Schools, has called more effective career guidance and job placement a must for "responsible universities." Robb's proposals are compatible with those of leaders in the fields of counseling and personnel services since he emphasizes the developmental and continuing aspects of career guidance. One part of an analysis of placement in the '70s contains the conclusion that the "largely neglected, although heartily endorsed" area of career counseling could alleviate some of the current student dissatisfaction with placement services (Liebers, 1970, p. 42). The need of students for more than provision of interview opportunities is also demonstrated by Nancy D. Stevens' (1966) continuing work on the concept of "placement readiness."

Recognition of the necessity for placement offices to provide developmental services for students is evidenced by a trend to change the name "placement office" to a name which is descriptive of the services which are (or should be) offered (Stephens, 1970). That the title of Stephens'

revision of the placement text published by The College Placement Council is Career Counseling and Placement: A Student Personnel Function rather than the previous Fundamentals of College Placement (Teal & Herrick, 1962) is further evidence of the trend. Specific examples of how the concept of career development counseling can be integrated with placement have been reported (Sovilla, 1970; Kirk, 1971). However, programs which unite the career counseling and placement functions of a student personnel service are rare.

Placement directors are not unaware of the problem, and reports of recent workshops conducted for placement workers reveal an increasing recognition of the problem (Congdon & O'Connell, 1968; Edwards, 1966). Despite that recognition of the problem, attempts to provide meaningful vocational counseling for placement clients have been limited. Based on an analysis of annual reports submitted by college placement directors, Segal and Klos (1967) found that only 3 of 354 directors' reports demonstrated a concern for the counseling role of placement centers. Why then, despite past and continuing recent evidence (e.g., Katz, 1968; Salinger, 1969; Schien, 1968) that students' needs are not being met by the traditional placement service, are there so few attempts by placement directors to meet those needs? Seligsohn (1969), in an analysis of the placement office, has listed budget considerations, scarcity of counselors, and growth of demands for services as reasons that placement officers have not developed counseling services.

The basic resource problem--student need for career counseling as part of the college placement service--is recognized but remains unmet. The goal of this demonstration project was to establish the feasibility of an approach directed toward meeting the need of career counseling as part of the college placement service.

Goals and Objectives

The demonstration project was based on the premise that a meaningful counseling experience is a necessary function of the college placement service for many clients, and that the provision of necessary counseling through the expansion of the professional placement staff is not economically feasible. The goals of the Project were to demonstrate that: (1) beginning graduate students in the general area of counseling and personnel services can, with special training, function effectively as counselors in a college placement center, and (2) these graduate students can provide the needed counseling services as effectively and more efficiently in small groups than on the usual one-to-one basis.

The specific objectives related to the first goal, that of establishing the efficacy of using graduate students as counselors, were:

1. To develop, use, and validate a program of no more than one week duration to train two graduate students as placement counselors. The validation was based on counselor performance after the training program.

2. To have the students trained as counselors serve placement registrants who volunteer for counseling programs.

3. To evaluate such counseling programs by:

   a. Having each program participant evaluate his counseling experience.

   b. Comparing the ratings given program participants by employer representatives (recruiters) to those ratings given a random sample of nonparticipants interviewed by the same employer representatives.

   c. Comparing client evaluations of the placement service submitted by program participants to evaluations submitted by nonparticipants.

   d. Having the placement director rate the placement success of each program participant.

The specific objective related to the second goal, that of establishing the efficacy of using group counseling in the placement setting, was to compare individually counseled clients to those who participated in groups. The criteria for comparison were those in objective 3 (above).

Related Investigations

The Project synthesized two approaches to counseling: (1) group counseling and (2) the use of subprofessional counselors. Specifically, the Project used preprofessional graduate students as counselors in both group and individual vocational counseling in a university placement office. A brief review of literature related to group vocational counseling of college students and to the use of subprofessional counselors is presented below.

Group Vocational Counseling of College Students. The idea of group vocational counseling is not new; a decade ago Hewer (1959) compared group and individual counseling focused on vocations and conducted in a college setting. Both initially and after an eight-year follow-up, no difference was found between group and individual approaches (Hewer, 1968). In the second issue of the Journal of College Student Personnel (Kirkbride, 1959), placement was identified as one student personnel

service in which group counseling can be effective. Group orientation sessions were reported in 1960 to be combined with individual placement counseling at Brooklyn College (Siegel, 1960); yet in 1966 Dr. Genevieve H. Loughran of Hunter College told a placement workshop that "Group work is the field of the future in placement due to the increasing numbers of students and the complexities and rapid changes in the world of work (Frisbey & Scott, 1966, p. 100)."

Despite support for the use of group techniques in the placement function, the consensus of participants in a 1967 placement workshop labeled group techniques as potentially beneficial, but mostly untried (Harper, 1967). Recognition by placement officers of the potential of group procedures is demonstrated by an analysis of still another workshop which focused on group leadership in the placement setting (Cogdon & O'Connell, 1968). However, most reported attempts to implement group techniques in conjunction with placement have been superficial (e.g., the placement orientation program), but approaches such as Burns' (1969) use of small group sessions in a summer vocational counseling program will perhaps become more frequent. Continuing interest in and expansion of group programs in vocational guidance are labeled "trends" by Samler (1968), who also predicts continuing use of subprofessionals in counseling. Group leadership, or rather the lack of potential leaders, appears to be a major obstacle to the use of group vocational counseling in placement settings.

The author of a review of research on group procedures with college students concluded that failure to provide empirical demonstrations of the effectiveness of group techniques was a major shortcoming in the 80 projects reviewed (LeMay, 1967). The present Project was devised to provide, within the operational limits of a pilot study, an empirical as well as a subjective evaluation of group vocational counseling in a college placement office.

Use of Subprofessional Counselors. The use of graduate students in professional roles is an accepted practice in higher education. The use of students to provide student personnel services has, however, with few exceptions been limited to doctoral level internships designed to prepare future administrators. While the student counselors employed in the present Project benefited from their experience, student training was not the primary objective. The primary objective was to establish that beginning graduate students selected from the general area of counseling and personnel services can provide vocational counseling in a placement setting.

After a review of investigations of the effectiveness of lay helpers (counselors), Robert R. Carkhuff (1969) concluded that lay persons can be trained in a relatively short period of time to effect constructive change in clients. The results of a study conducted by Hasse and DiMatta

(1970) demonstrated that paraprofessionals can be trained in skills usually reserved for graduate training programs. Such general evidence for the efficacy of employing paraprofessional counselors is given specific support by reports of successful use of college students in counseling roles.

The successful use of women college graduates who had been specially trained as therapeutic counselors (Magoon & Golann, 1966) suggests that with appropriate training and supervision graduate students can fill non-traditional roles, even those labeled "counseling." Students have been successfully used to assist faculty advisers (Wharton, McKean, & Knights, 1966), to counsel fellow students having difficulty in the new environment of a community college (Pyle & Snydor, 1971), and to provide academic counseling (Brown, 1965). Students have long been successfully used as residence hall advisors. The publication of a text (Nickerson & Harrington, 1968) for the training of residence hall counselors attests to their popularity. Specially trained students, both graduate and undergraduate, have successfully operated a campus crisis center in which the professional counselor acts as trainer and consultant (McCarthy & Berman, 1971). Wolff (1969) demonstrated that both undergraduate and graduate students can effectively lead group experiences. However, he found that members of graduate students' groups showed slightly more improvement. Student counselors have also been demonstrated to be a valuable addition to college counseling services (Zunker & Brown, 1966), and graduate students have been labeled a potential resource in expanding the college counseling function (Escott, 1967). Thus, the successful utilization of subprofessional student counselors in a variety of settings suggests that students can be used as counselors in the placement office.

The Setting for the ESSO Education Foundation Project

The Office of Placement at the University of Virginia serves a population in excess of 12,000 students. Career counseling and placement responsibility have been delegated to the Office of Placement for both undergraduate and graduate divisions of the College of Arts and Sciences, School of Architecture, School of Commerce, School of Education, School of Engineering, and the School of Nursing. The School of Law and the Graduate School of Business Administration have separate placement programs; however, students in these professional schools frequently utilize Office of Placement services.

During the 1969-70 academic year, the most recent year for which statistics are presently available, 1,389 registrants participated in the various placement programs or utilized one or more placement services. Of this total placement registration, 808 students were at the Bachelor's degree level, 336 were Master's degree students, and 245 were doctoral degree candidates.

While the Office of Placement at the University of Virginia has a history of more than thirty years, its formal counseling, guidance, and career information functions are of recent origin. Efforts have been made during the past three years to provide placement programs for beginning students in addition to serving the placement needs of degree candidates. A counseling oriented staff has been developed. Considerable efforts have been expended toward developing career information resources and in orienting students to placement programs and services.

PART II

PROCEDURES

The actual Project activities during the period September, 1969-September, 1971, are described below. The descriptions are presented in order of their occurence. Appendixes A-H contain supplementary documents related to Project procedures.

Producing Video Materials

During the spring of 1970 permission was secured from a number of interviewees and the companies to which they had applied to videotape actual employment interviews conducted in the Office of Placement. The recordings were made using fixed cameras so that the applicant and interviewer were alone in the interview room. The videotapes were used to orient the counselors to the content of a placement interview. Additionally, the counselors used the tapes with some of their clients, and the Office of Placement used segments in its orientation programs. An example of the student release form and a synopsis of the recorded interviews are in Appendix A.

The investigators also identified a number of common interview faults and produced short (less than five minutes) videotaped critical incidents to use in the training program and also to be available for the counselors' use. A graduate student who had previously been employed as an employer recruiter played the role of recruiter. Two students who had recently completed a semester of placement interviewing played the roles of applicants. Synopses of the role-played segments are included in Appendix A.

Selection of Counselors

The two counselors for the Project were selected from applicants for financial assistance to the Counselor Education Department of the University of Virginia. Each Master's degree applicant who completed the School of Education financial assistance application was contacted by letter (Appendix B) to determine whether he wished to be considered an applicant for the special assistantships supported by the Project. The students who responded affirmatively were considered applicants for the Project assistantships.

The two investigators at the University of Virginia screened the applicants to select a group who met the following criteria:

1. No previous counseling training or experience.

2. An expressed interest in working with college students.

3. Evidence of academic potential so that neither the Project nor the applicant's academic program would be sacrificed to the other.

A group of six applicants was selected, and their complete file, including financial assistance application, admission materials, and Project-related correspondence, was submitted to a review committee. The review committee was composed of the Director of the University Center for Higher Education, the Associate Director of the University Student Counseling Center, and the Chairman of the Counselor Education Department.

The rankings of the review committee were further evaluated by the investigators. The two individuals rated highest were offered the assistantships and subsequently accepted the positions. The candidates not selected were returned to the general Counselor Education Department file so that they might be considered for other sources of financial assistance. A resume of the background of the Project counselors selected appears in Appendix C.

Training Program for Counselors

The training program for the counselors was adapted from a systems analysis model for counselor education developed at Michigan State University. In this approach, following the mastery of introductory reading material, the trainee is presented with a live, videotaped, or audiotaped model of the desired performance (e.g., individual or group counseling skills), after which he emulates the modeled behavior. This behavior is observed by supervisors, who provide feedback on the trainee's performance. Adequate behavior is reinforced, while inadequate behavior results in the trainee's branching or recycling to remedial exercises, which are presented basically in tutorial fashion. Only after the desired learning has been mastered may the trainee move ahead to the next learning task. Throughout the training sequence an attempt is made to move the trainee through an orderly progression of learning tasks ranging from low level to high level approximations of the desired outcome behavior. Thus, the counselors in the present Project moved from simple learning of printed matter, which they had read in advance of the training program, through a series of intermediate learnings and skills, and finally to a satisfactory level of interview performance as beginning individual and group counselors, as judged by supervisory staff.

The major objectives of the training program were (1) to provide an on-site orientation to the work of the Office of Placement at the University, and (2) to equip the trainees with adequate skills to function as <u>beginning</u> vocational counselors for placement clients in both individual and group settings. Thus, although the formal training program was essentially self-contained, it was a prelude to continued in-service orientation and interview critique sessions throughout the academic year.

The training program was conducted in the facilities of the Office of Placement at the University. Staff included the three principal investigators, two counselors from the Office of Placement, and one consultant from the University Student Counseling Center. In addition to materials sent to the trainees for reading prior to the training program, a library of pertinent references on placement topics and on individual and group counseling was made available for use during the training program itself. Throughout the program, extensive use was made of videotaped and audiotaped presentations, both to present models of desired behavior and to allow the trainees to review and critique their performance in simulated counseling interviews. Since the trainees were ultimately to be judged on the basis of their effectiveness in individual as opposed to group counseling, training time was equated for the two types of counseling.

The training program was brief and intensive, since one objective of the Project was to determine that vocational counselors could be trained for effective performance in the placement service within a short period of time. The program lasted five days, September 7-11, 1970. Daily sessions were held from 9:00 a.m. until 12:00 p.m. and from 1:00 to 4:00 p.m. In addition, time was set aside for supplementary remedial sessions from seven to nine o'clock in the evenings.

Topics included on the first day were Introduction to the Project, Overview of the Training Program, Introduction to College Placement Services (including film and tour of facilities), Career and Employment Decisions by the Client, Illustrative Placement Interview (videotaped), Securing and Using Information about Potential Careers, Preparing the Client for the Employment Interview, and Critical Incidents in Placement Interviews (videotaped).

The second day of the training program was devoted to basic instruction in individual and group counseling. The morning session began with a brief didactic presentation on individual counseling, followed by an illustrative videotaped counseling interview, and concluded with role-played practice in individual counseling. A comparable format for group counseling was followed in the afternoon session. Two monographs patterned after the "systematic counseling" model developed at Michigan State University served as the basis for the approach to individual and group counseling.

The third day included a didactic presentation on Referrals for Intensive Vocational and/or Personal Counseling, presented by a member of the staff of the University Student Counseling Center. This was followed by a videotaped demonstration of the Promotion of Information-Seeking Behavior through Counseling. The afternoon session consisted of practice on the promotion of information-seeking behavior in individual and group counseling settings.

The entire fourth day and most of the fifth day were devoted to intensive practice on individual and group counseling. The remaining

time on the fifth day was reserved for an evaluation of the training program and a discussion of plans for implementing the Project during the ensuing academic year. Morale was high throughout the five-day period, and the training program was evaluated as successful by both trainees and staff.

A detailed account of the training program is presented in the training manual entitled Preparing Counselors for the College Placement Service (Burks, Pate & Simpson, 1971).

Selection of Clients

Initially, it was anticipated that participants in the formal counseling program would be available on a walk-in basis, with clients being randomly assigned to individual sessions or group sessions. To this end, all undergraduate degree candidates were given a flier outlining the program (Appendix D) at fall academic registration. Unfortunately, the anticipated number of clients did not materialize for the initial counseling programs.

In order to offset this lack of walk-in clients, the investigators, Project counselors, and placement staff members identified placement registrants who could benefit most from the program. Identification was made by assessing the placement progress of the registrants and reviewing the employer representatives' ratings of a number of student interviews. If, in the judgement of the placement staff members, a student was being rejected by interviewers because of ineffective interview techniques and/or a lack of career planning, that student was invited to participate in the ESSO Project. Invitations were made by means of letters (Appendix D) sent to potential clients in November and February and by telephone calls in April. Interested clients were assigned to group or individual sessions, on the basis of times when they would be available for counseling. In addition, new placement registrants and previously registered students who requested assistance from the placement staff were identified as potential clients and referred to the Project counselors.

Description of Counseling

The Project employed both group and individual counseling procedures. The counseling procedures were designed to help clients achieve specified goals in a limited time. In the group sessions the approach was varied depending upon the similarity of concerns expressed by the clients within the group. Although the specified content and direction of each separate counseling process varied, the basic approach for all group sessions and the basic approach for all individual sessions were identical. A description of the counseling procedures used in individual counseling and group counseling follows. A detailed description of the counseling model used is in the training manual for the Project (Burks, Pate, Simpson, 1971).

Individual Counseling. During the initial counseling contact the counselor and client began by briefly getting acquainted. In the next step the counselor established the structure of the counseling sessions during which the counselor told the client what he could expect from counseling, what would be expected of both parties, and the limits of the counseling experience. After structure had been established, the client and counselor discussed the client's concern(s). Here both parties attempted to determine exactly what motivated the client to seek counseling. The counselor listened to the client's statements, observed the client and interacted through such counseling techniques as restatement, clarification, and interpretation. In practice, the discussion of client concerns took from one to three sessions. Once the concern(s) had been identified, the client and counselor determined mutually acceptable specific objective(s) for counseling. The objectives were stated in specific behavioral terms which enabled both client and counselor to determine the extent to which the objective was achieved. The objectives were also specified in a manner which made it possible to achieve the objectives within the time limits of the formal counseling process. Once objectives were determined, the counselor assigned tasks to be performed by both himself and by the client. These tasks might have involved locating certain information, pondering a particular question, role-playing certain situations, and/or several other activities. Once the required tasks were performed, the client and counselor evaluated counseling by determining whether or not the stated objective(s) had been attained. If the objective(s) had been accomplished, the counselor terminated counseling being careful to deal with any client resistance, to stress the importance of follow-through on the part of the client, and to conduct transfer of learning. If, on the other hand, the objective(s) has not been attained and/or further counseling is needed, the counselor and client repeated the process by beginning again at the appropriate stage.

Group Counseling. Basically, the approach utilized in group counseling was the same as that for individual counseling. More time was, of course, devoted to such things as getting acquainted, discussing clients' concerns and establishing objectives. In discussing client concerns, all members participated to help other members in identifying their concerns. The counselor then attempted to relate the concerns of the group to determine if any were similar. Where concerns and/or objectives were similar, tasks and activities were conducted on a group basis. Where concerns and/or objectives differed, each client had different tasks and activities. However, all members were encouraged to suggest possible tasks for other members and to participate in assisting each member to meet his objective.

In a group process, evaluation of counseling may differ for each member. Some members attained their objectives, while others did not. If a member achieved his own objective, he was encouraged to continue in the group and assist others in dealing with their concerns.

Activities Employed during Counseling. The tasks and activities used by the counselor to assist clients depended on the needs and goals of the clients. In many cases the counselor provided each client with a composite sheet summarizing the ratings of his previous interviews. These sheets were then examined and discussed to determine on what phases of the interview process the client needed to work. Videotapes of actual and role-played interviews were viewed and discussed, with clients determining where there were weak or strong points. Clients whose concern included the development of interviewing techniques often role-played interview situations. These role-played sessions were audio- or videotaped, and clients and counselors listened to, or viewed, the tapes and discussed the various aspects of the client's technique.

The major portion of most formal counseling contacts was centered on a discussion of client concerns. In these discussions the client's primary activity was to talk openly and freely about his concern(s). The counselor actively listened to the client's discussion until both participants were satisfied that the major concern(s) had been identified. In the group sessions, the counselor maintained the focus of the discussion on one concern, whether it was an individual or common concern. In the group setting the client was listened to not only by the counselor but also by his peers and received feedback from all group members.

The preparation of personal resumes was discussed with some clients. These clients prepared actual resumes and the counselor made suggestions concerning the resume form and content. Clients were also informed as to the possible uses and location of various types of career and placement-related information.

Typescripts of a group session and an individual session conducted by the Project counselors are in Appendix E. The typescripts were randomly selected from the tape file.

Program Participant Evaluation of Counseling Experience

At the termination of formal counseling each Project client participating in either group or individual counseling was requested to complete a five-item questionnaire dealing with his evaluation of the Project counseling effectiveness. A copy of that questionnaire is included as Appendix F. To assure anonymity and objectivity the questionnaires were not identified and no follow-up was attempted. The questionnaires were distributed at the conclusion of counseling with a request that they be returned to the Office of Placement. Only 10 of 53 project clients did so.

Rating of Applicants by Employer Representatives

Constructing the Rating Scale. On the basis of a review of literature, the elements of interviewee behavior and credentials which might be

evaluated by an employer representative were identified. The elements were assessed to eliminate obvious synonyms, and those remaining were cast in parallel form. Through a series of revisions, the rating scale in Appendix G was developed.

The opinions of employer representatives were used in the process of revision and refinement. Despite some evidence that the rating was unnecessarily long to gain only an evaluation, the present version was adopted since it was expected that the items would prove useful in counseling. Trials suggested that an interviewer who had been oriented could complete the form in less than five minutes.

Obtaining Interview Ratings. Employer representatives were told of the registrant rating program during the orientation to University placement procedures. The placement staff completed the information required in Section I for all students the interviewer was scheduled to see on the basis of information the interviewer supplied. The purpose of the form and the necessary instructions for its completion were presented to the employer representatives with a request that a rating be completed for each student interviewed.[1]

With rare exception the employer representatives were willing to complete the rating form.

Rating of Placement Services by Placement Registrants

Construction of a Questionnaire. During the course of the Project a "Placement Services Questionnaire" (Appendix H) was constructed which was designed to provide placement registrants, including Project participants, an opportunity to evaluate the services and programs of the Placement Office. Following several revisions of the questionnaire and after the format and scaling had been determined, the instrument was reviewed by faculty members with expertise in scale and questionnaire construction. In addition, a number of non-Project participants who received counseling in the placement office were asked to critically respond to the questionnaire as a check on the validity of the items.

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[1]The original plan was for employer representatives to rate only a number of non-Project applicants matching the number of Project applicants interviewed. The investigation in preparation for developing the registrant rating suggested that data on how employment applicants were evaluated were missing. Since trials indicated that ratings of all interviews conducted during the 1970-71 University placement season could be obtained, the change was made. The analyses reported herein are based on the matched interviews as planned. The analyses of all interviews will be completed, with later publication anticipated. Recognition of the role of the ESSO Education Foundation will be included in any publication of those data.

Description of the Questionnaire. The "Placement Services Questionnaire" is a two-part instrument containing 54 response items. Part I of the instrument consists of 40 open-ended questions of a demographic and placement-related nature. These items request information concerning interviews, employment, military and graduate study plans, and also call for an evaluation of the effects of various placement services and ratings of the functions of a placement office. Part II, which is completed only by those who received formal counseling in the placement office, consists of a fourteen-item evaluation of the career counseling provided through the placement office. All items in Part II request responses on a four-point scale ranging from "Strongly Agree" to "Strongly Disagree"; a "Not Applicable To Me" option is also provided.

Obtaining Registrant Response. Upon completion of the Project, the questionnaire—including a cover letter (Appendix H) and a stamped, self-addressed envelope—was mailed to the 53 Project participants and to 53 non-Project placement registrants. The non-Project registrants who received the questionnaire were selected through a procedure which involved the assignment of a number to all placement registrants who scheduled employment interviews in the Office of Placement during the Project year and identifying 53 registrants by using a table of random numbers.

A 57 percent response to the questionnaire was received within two weeks, at which time a second follow-up questionnaire was forwarded to the remaining non-respondents. The second mailing resulted in a total 83 percent response.

Procedure for Rating of Client Placement Success by Placement Director

The final effort to evaluate the effects of counseling services provided both Project participants and non-Project participants was a rating of the placement success of the 106 clients who formed these groups. The 53 non-Project participants were randomly selected from placement service registrants. An effort was made to utilize an existing placement success scale (Stevens, 1963); however, the content and focus of this scale were not judged to be appropriate for the data at hand. Accordingly, it was decided that the Director of Placement would subjectively review data for each of the 106 clients to determine the extent to which the placement objective was attained, whether or not the client secured a desired job, whether or not the client secured a job in a desired location, and if the client received a realistic salary. Data utilized in the placement success evaluation included the client's resume, the "Rating of Placement Registrant by Employer Representative" form (for those clients who scheduled interviews), and client responses to the Placement Services Questionnaire. A judgment of whether or not a client secured a realistic salary was determined by comparing the client's actual reported monthly salary to monthly salary averages for similar academic majors as reported in the July 1971 College Placement Council Salary Survey.

PART III

FINDINGS

The findings of the investigation are presented below. The order of presentation of the findings parallels the goals stated in Part I.

Project Participant Evaluation of Counseling Experience

The results from the counseling evaluation questionnaires which clients completed after counseling are summarized below. The comments included are those made by clients who voluntarily elected to provide comments. While the counselors reported that their clients typically made positive comments regarding their counseling experience, only 10 of 53 clients completed and returned the counseling evaluation questionnaire to the Office of Placement.

1. Were you able to identify factors which might hinder the achievement of your career goal? Yes: 80% No: 20%

   Comments:

   "Certain helpful factors, such as lack of verbal communication, were pointed out to me in a convincing manner."

   "Yes, but nothing can be done to change the factors."

   "Not really, because I was unsure of my career goals."

   "(Composites of) fall interview ratings were most helpful in pointing out areas of weakness."

   "By reviewing the difficulties of others through group discussions, I was able to pick up difficulties which I want to avoid."

   "During the sessions it was pointed out that a lack of self-confidence was usually obvious to the interviewer and was a definite negative factor."

2. Did the counseling sessions focus on problems of real concern to you? Yes: 80% No: 20%

   Comments:

   "I wanted to find employment, and the sessions definitely focused on this. Films (videotapes) were especially helpful."

   "I didn't find that participating in a group session was especially helpful. It was interesting to identify each person's problem, but this wasn't personally beneficial in most instances."

"Probably indirect concern is more applicable. It made me aware of some of the problems of projecting oneself, and some of the ways to solve these problems."

"Others in the group had problems similar to mine. We were able to discuss and develop corrective measures."

"We focused on my problems in interview techniques which I was worried about."

"The videotapes gave me more of an idea of things to do (in interviews) and the degree to which to do them."

3. Did you gain useful information? Yes: 100% No: 0%

Comments:

"I learned from the counseling sessions that I have been interviewing without adequate knowledge of the position which I seek and of the companies that I interviewed."

"I found out where to look for the right companies to interview."

"Being able to see a 'good' interview by videotape provided a useful pattern to adopt. The discussions were also informative, as well as therapeutic."

"I was even given useful questions, as well as answers, that I was previously unaware of."

"Related to the job market in general and the resulting tactics necessary, in particular."

"The information was plentiful and useful, and has directed me into many areas of which I might have never known."

"(The counselor) tried to make us determine for ourselves exactly what an interviewer was looking for, and also an interviewer's general reaction to specific answers that we gave to his probable questions."

4. Did you develop skills (e.g., resume preparation, interviewing) which you needed? Yes: 65% No: 35% (A client answered "Yes/No")

Comments:

"I am aware of some techniques of interviewing, and I did find employment after three sessions, so some skills may have rubbed off."

"I am now aware of several general areas that must some day be resolved to make my interviewing for effective."

"I have not had the chance to try out what I learned."

"To some extent——saw areas that need improvement—— but did not have opportunity to develop skills, since interview schedules were over."

"I was able to become more forceful in the interviewing instead of remaining relatively passive."

"Too short a time for real development of skills."

"I got some of the problems with my techniques which I needed solved."

"I learned that a proper resume should include more pertinent information than I had previously given."

5. Did participation in the counseling sessions help you meet your placement goals? Yes: 30% No: 70%

Comments:

"My placement goals are still unrealized, but I feel better prepared to conduct the interviews necessary to reach those goals."

"Haven't got any offers yet."

"Too late in session."

"The counseling was too close to the end of the year."

"I found my counseling sessions very helpful in preparing me to meet my placement goals. Its advice concerning resume preparation and interview techniques was excellent, and should prove to be of invaluable benefit in fulfilling my occupational objective."

"The counseling sessions could not have hurt. And besides, I think they helped."

General Additional Comments

"I feel that individual counseling would have been more helpful to me than group counseling."

"We identified problems (in the group), but could not do much to resolve them."

"I found the ratings from previous interviews particularly interesting. However, watching taped interviews was interesting, too."

"I wish it would be possible for the Placement Office to keep some type of file on careers available, but not commonly considered."

"I will, as a result of these sessions, feel free to consult my counselor whenever I feel I have questions on other matters about the field of employment. He was most helpful — and willing to aid me."

Ratings of Applicants by Employer Representatives

The 40 Project participants who scheduled interviews at the Office of Placement participated in 397 employment interviews. Evaluations of these interviews and those of 397 control interviews were used to answer the questions below. The evaluations were made by employer representatives using the Rating of Placement Registrant by Employer Representative form (Appendix G).

For 366 interviews of Project participants, the control interview was selected by choosing at random the rating of a non-Project student who had interviewed the same interviewer that day. The 31 remaining interviews could not be matched by random selection because more Project participants than non-Project students interviewed the potential employer. The control interview was selected on the basis of company type and information in Section I of the rating form.

The ratings of the interviews taken by Project participants were also analyzed when divided on the basis of whether the interview was before or after Project counseling and whether the interviewee had been in the group or individual counseling mode. Project participants completed 263 interviews prior to and during counseling, and 134 after the counseling programs. Additionally, the 200 interviews of 18 Project participants who participated in group counseling were compared to the 197 interviews of the 22 who received individual counseling.

Project Participants' Interviews Compared to Those of Non-Participants. The basic question of whether Project participants were rated differently from non-participants was answered by comparing the disposition (Section III of the rating form) indicated by the interviewer for Project client interviews to those of controls. The analysis was a Chi-Square test since the data are categorical. The results are located in Table 1.

As shown in Table 1, control interviews were more likely to receive a "pursue" disposition and less likely to receive a "reject" disposition. The finding was substantiated by an additional finding that significant (p .05) chi-squares existed on all of the 14 characteristics on which interviewees were rated when the five possible ratings for each were placed in a bivariate frequency distribution by Project and control. The control interviews received a more favorable rating on each of the 14 characteristics.

Project Participants' Interviews after Project Counseling. The basic question of whether Project participants were evaluated differently after counseling was answered by comparing the dispositions (Section III of the rating form) indicated by the interviewer for students prior to and during Project counseling programs to those dispositions for participants who had completed counseling. The analysis was a chi-square test since the data are categorical. The results are found in Table 2.

As shown in Table 2, the disposition indicated for interviews completed after the counseling was not significantly different from those completed before and during counseling. Only 1 of the 14 characteristics on which interviewees were rated was evaluated differently when divided into before and after counseling interviews. That characteristic, "Academic Performance," was rated higher before counseling than after counseling. The actual grade point average of the student was identical.

Interviews of Project Participants Who Had Individual Counseling Compared to Those Who Had Group Counseling. The basic question of whether Project participants in individual and group counseling were rated differently was answered by comparing the dispositions (Section III of the rating form) indicated by the interviewer for individually counseled participants to those counseled in groups. The analysis was a chi-square test since the data are categorical. The results are found in Table 3.

As shown in Table 3, the disposition indicated for interviews of Project participants who had individual counseling was not significantly different from that indicated for those in group counseling. There was a significant chi-square (p .05) on 2 of the 14 characteristics on which interviews were rated. The ratings on "Academic Performance" favored group subjects while those on "Self-Confidence" favored individual subjects

Participants Returning for Additional Counseling

After formal counseling was concluded, 12 of the 53 Project clients returned for assistance which could be considered counseling. The ratio of returning clients from group and individual counseling was virtually identical to that in the Project as a whole. Table 4 presents the data in summary form.

In addition to those participants who formally returned for counseling, 21 returned to give their counselors informal reports of job offers and/or other progress.

TABLE 1

Disposition of Project Participant and Control Interviews

Disposition	Project Participants	Controls
Reject	179	118
Hold	137	122
Pursue	79	134

Note.- Cell entries are frequencies
$X^2 = 27.05$ df = 2 $p < .001$

TABLE 2

Disposition of Project Participants' Interviews Before and After Completion of Counseling

Disposition	Before Counseling	After Counseling
Reject	118	61
Hold	87	50
Pursue	56	23

Note.- Cell entries are frequencies
$X^2 = 1.22$ df = 2 N/S

TABLE 3

Disposition of Project Participants in Individual and Group Counseling

Disposition	Individual Counseling	Group Counseling
Reject	100	79
Hold	65	72
Pursue	34	45

Note.- Cell entries are frequencies
$X^2 = 4.33$ df = 2 N/S

TABLE 4

Project Participants Returning for Additional Counseling

	Returned	Did Not Return
Individual Counseling	8	26
Group Counseling	4	15

$X^2 = .042$ df = 1 N/S

Evaluations of Placement Services by Placement Registrants

The data presented below are the results of analyses of selected items from the Placement Service Questionnaire. While the responses to all items are presented in Appendix I, only those items which were judged germaine to an evaluation of the Project counseling program are reported here. The findings are based on 45 questionnaires completed by Project participants and 42 completed by randomly selected non-Project placement registrants. The Project participants who responded included 29 who received individual counseling and 16 who were in counseling groups.

Comparison of Project Participants and Non-Participant Evaluations. Part I of the questionnaire included a series of questions which specifically asked placement clients to evaluate outcomes of the placement experience. The responses to those questions are presented in Table 5. A chi-square test was applied to the data in Table 5; however, since the size of expected frequencies produced when the "Not Applicable To Me" response is omitted does not meet the requirements of the test, the results are not reported. The frequencies of response in each category are approximately proportionate to the raw and column totals.

Comparison of Placement Evaluations by Project Participants in Group and Individual Counseling. The responses of Project participants to the six questionnaire items which solicited evaluations of placement outcomes were divided on the basis of the type of counseling which the participant received. The data are presented in Table 6.

Evaluations of Career Counseling by Project Participants in Group and Individual Counseling

Part II of the Placement Services Questionnaire solicited evaluations of career counseling from all Project participants. The responses to questions answered by participants in both group and individual counseling are presented in Table 7.

Four questions were asked which related directly to the experience of Project participants in individual counseling. The responses to those questions are in Table 8.

Five questions were asked which related directly to the experience of Project participants in group counseling. The responses to those questions are in Table 9.

TABLE 5

Placement Service Evaluations of
Project Participants and Non-Participants

GROUP	RESPONSES				
	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable To Me
	I was able to gain information about my career potential (interests, abilities, qualifications, etc.).				
Project Participants	6	19	8	7	5
Non-Participants	3	10	8	3	17
	I was able to gain information about specific occupations.				
Project Participants	6	25	5	1	7
Non-Participants	4	13	7	1	17
	I was able to gain information about specific employers.				
Project Participants	9	24	6	1	4
Non-Participants	8	27	3	0	3
	I was able to gain information about graduate/ professional schools.				
Project Participants	2	10	0	1	30
Non-Participants	1	7	1	1	32
	I was able to remedy lack of job seeking skill(s).				
Project Participants	5	19	7	2	11
Non-Participants	2	12	8	4	15
	My overall placement experience met my needs.				
Project Participants	8	16	13	5	1
Non-Participants	4	21	7	4	4

Note.- Cell entries are frequencies of response. Column and row totals may not be equal due to omissions on questionnaires.

TABLE 6

Placement Service Evaluations by Project Participants in Group and Individual Counseling

COUNSELING MODE	RESPONSES				
	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable To Me
	I was able to gain information about my career potential (interests, abilities, qualifications)				
Individual	4	11	5	4	5
Group	2	8	3	3	0
	I was able to gain information about specific occupations.				
Individual	5	16	2	1	4
Group	1	9	3	0	3
	I was able to gain information about specific employers.				
Individual	6	16	2	1	3
Group	3	8	4	0	1
	I was able to gain information about graduate/ professional schools.				
Individual	1	9	0	0	17
Group	1	1	0	1	13
	I was able to remedy lack of job seeking skill(s).				
Individual	4	9	3	2	10
Group	1	10	4	0	1
	My overall placement experience met my needs.				
Individual	6	11	7	3	1
Group	2	5	6	2	0

Note.- Cell entries are frequencies.

TABLE 7

Career Counseling Evaluation by Project Participants in Group and Individual Counseling

COUNSELING MODE	RESPONSES			
	Strongly Agree	Agree	Disagree	Strongly Disagree
The placement counselors were accessible.				
Individual	12	8	2	0
Group	3	9	0	0
My counselor was well qualified.				
Individual	7	15	0	0
Group	4	7	0	0

Note.- Cell entries are response frequencies; "Not Applicable To Me" responses omitted from table.

TABLE 8

Evaluations of Individual Career Counseling

ITEM	RESPONSES			
	Strongly Agree	Agree	Disagree	Strongly Disagree
What I said in INDIVIDUAL counseling sessions was maintained in strict confidence.	6	13	0	0
The physical facilities for INDIVIDUAL counseling sessions contributed to a good counseling experience.	5	10	0	5
My INDIVIDUAL counseling sessions were useful.	9	10	0	1
My INDIVIDUAL counselor(s) was (were) helpful to me.	9	9	1	1

Note.- Cell entries are frequencies; "Not Applicable To Me" responses omitted.

TABLE 9

Evaluation of Group Career Counseling

ITEM	RESPONSES			
	Strongly Agree	Agree	Disagree	Strongly Disagree
What I said in GROUP counseling sessions was maintained in strict confidence.	3	10	0	0
The physical facilities for GROUP counseling sessions contributed to a good counseling experience.	1	6	6	0
My GROUP counseling sessions were useful.	1	7	5	0
My GROUP counselor(s) was (were) helpful to me.	2	7	4	0
The other members of my GROUP were helpful to me.	0	6	6	1

Note.- Cell entries are frequencies; "Not Applicable To Me" responses omitted.

Results of Placement Success Rating by Placement Director

The data presented in Table 10 relate to responses to the Placement Services Questionnaire by 89 Project and non-Project clients. Six Project participants and 10 non-Project participants failed to indicate the results of their placement efforts. One Project client was completing his third academic year and participated in Project counseling sessions in order to secure information related to a career choice. Thus, no rating of placement success could be attempted in this case. Additionally, 16 Project participants and 14 non-Project participants enrolled in graduate or professional schools or entered the military service and no effort could be made to rate their placement success.

TABLE 10

Final Disposition of Project and Non-Project Clients

Placement Result	Project Participants	Non-Participants
Employed	23	21
Military Service	10	4
Seeking Position	7	8
Graduate School	6	10
Unknown	6	10
Not Applicable	1	0

Note.- Cell entries are frequencies.

Available data for each Project and non-Project client were reviewed by the Director of Placement and a judgment was made covering the degree of placement success in the attainment of placement objective, desired job, desired location, and realistic salary. A rating of 2 was given each client who secured a job, and a rating of 1 was assigned to clients who were not successful in locating employment by the deadline for completing the Placement Services Questionnaire. Of the 44 clients who secured positions, rating scores of 2 were given those clients who obtained a job related to the type of position which was desired, who secured a position within the desired location, and who negotiated a salary consistent with the national salary average for their academic major. Rating scores of 1 were assigned clients who were judged to have not been successful on these variables.

Table 11 presents the mean ratings for Project and non-Project clients for each of the rated variables.

TABLE 11

Mean Rating of Client Placement Success

Rated Variable	Project Participants		Non-Participants	
Placement Objective	1.76	N=30	1.71	N=29
Desired Job	1.91	N=23	1.90	N=21
Desired Location	1.95	N=23	1.85	N=21
Realistic Salary	1.78	N=23	1.80	N=21

Note.- Cell entries are mean ratings. Success on each variable would be indicated by a rating of 2.00.

When compared on the same basis as Project participants and non-participants, participants in group counseling did not differ in a meaningful way from non-participants.

PART IV

DISCUSSION

The investigators' opinions concerning the results of the Project are presented in the following sections. The impact of the Project on the placement services available to students at the University of Virginia is discussed in Part V: Postscript.

The Resource Problem

That some placement registrants cannot successfully compete with their peers in employment interviews is dramatically illustrated by the fact that the students served through the Project were less successful than control samples on the two basic Project criterion measures. These students, all of whom sought out assistance or willingly accepted an offer of assistance, were ranked significantly below other students interviewing the same company on 14 dimensions identified as important in the placement interview. Such ratings were translated into significantly more rejections at the conclusion of the initial interview. When followed up at the end of the placement year the same students had taken twice as many job interviews as a randomly selected control sample of placement registrants, but had received only half as many job offers. The average starting salary of Project participants was approximately $100 per month less than that of the randomly selected controls. However, the Project participants' starting salaries were found to be comparable to the national mean for the type of employer and position.

The fact that some students need assistance which goes far beyond that traditionally offered in the college placement service was verified by the results presented above. However, merely making special services available during the students' graduation year does not appear to be an adequate solution. Many of the characteristics on which the Project clients received negative evaluations could not be adequately dealt with in a short-term program. Additionally, since the current employment market for college graduates has as many, if not more, candidates than openings, there will be keen competition for desirable, well-publicized openings. Since the placement service cannot alter the employment market, a feasible approach to the problem might be placement services which enhance a registrant's ability to effectively market his assets as a potential employee while helping the registrant select promising career alternatives. Such an approach would require that the placement service provide developmental career counseling services, many of which would be initiated in the first two years of the student's enrollment. Developing realistic career plans would become one aspect of the overall educational experience.

The Project

The Project was conceived as a pilot demonstration of the feasibility of using graduate students who had received special training as

placement counselors. Additionally, the impacts of group and individual counseling were compared. The results of the Project will be discussed in terms of the clients' placement success and differences between group and individual counseling.

Use of Graduate Students as Counselors. When evaluated on the basis of the investigators' opinions (Burks, Pate, & Simpson, 1971) and on the basis of the counselors' evaluation (Appendix J), training graduate students as counselors would be considered a success. Likewise, the students who participated in the Project counseling programs reported satisfaction with the counseling they received. However, the data collected concerning the interview success and employment options available to the Project clients give no indication that the Project had any effect on the interview evaluations of recipients of counseling services.

The students who participated in Project counseling entered the Project programs with significant disadvantages in terms of potential placement success. However, these clients were able to achieve placement objectives to essentially the same degree as were other placement registrants. Likewise, when the Project participants evaluated the services provided, the placement registrants who participated in the Project surpassed the students selected as controls in their evaluation of the information about career potential and specific occupations they gained from their placement experience.

The placement success achieved by Project participants and their positive evaluation of their placement experience must be contrasted with the lack of success that these students achieved in the conventional interview program. Informal feedback from the students, the end of the Project questionnaires, and analysis of the Project participants' placement success by the Director of Placement suggest that the services these clients received through the Project were in large measure responsible for the satisfactory termination of the placement experience.

Group Counseling Compared to Individual Counseling. The group counseling sessions for Project participants were originally intended to be ostensibly established due to scheduling difficulties. In actual practice finding a mutually convenient time for the five students and counselor to meet proved to be a genuine problem. The University of Virginia, like most institutions of higher education, schedules classes on an all-day and early evening basis leaving no usable block of universally open time. There were other difficulties with group counseling. The clients were assigned to the group mode without regard to selection criteria. The counselors suggested the group mode would have been better used for clients with a common concern, for example, interviewing strategies. That group clients were not as satisfied with the counseling they received as were Project participants who were individual counseling clients was demonstrated by the responses to Part II of the Placement Services Questionnaire. While the group counseling was not evaluated

as being as successful as individual counseling by either counselors or clients, or by the subjective evaluation of the investigators, the potential of special purpose groups in placement counseling should not be discounted. Further, that the assessed outcomes of group counseling parallelled individual counseling must be acknowledged. The failures, if such a label is appropriate, of group counseling were affective and operational, not in the placement outcome achieved.

PART V

POSTSCRIPT

The report of an investigation or project is typically complete when the results have been presented and discussed by the investigators. However, the present Project was undertaken and supported with a basic concern toward improving the effectiveness and efficiency of the delivery of counseling services in placement offices. Based on the results of the Project the programs and procedures described below have been instituted or are being further evaluated for initiation in the University of Virginia Office of Placement.

Personalized Approach to Placement

One of the major impacts which the Esso Education Foundation Project had on the continued development of the Office of Placement was the clear demonstration that students strongly desire a personal and humanistic experience in dealing with placement concerns. Students indicated that they were too often confused or frustrated by the "red tape" and regulations which often necessarily operate within a placement office. This finding caused a re-examination of existing placement regulations and policies. A rationale for the existence of each placement regulation/policy was delineated or the regulation/policy was discarded.

Additionally, a series of attractive pamphlets designed to present various Office of Placement procedures, programs and services was published and widely distributed to students.

Use of Student Counselors

The finding that beginning students in counseling could be trained to effectively function as placement counselors became the impetus for the development of a formal counseling practicum experience in the Office of Placement for Counselor Education Master's degree students. Presently, 12 students are serving as in-take counselors and are receiving supervised experience in the Office of Placement. A graduate assistant (one of the Project counselors) is responsible for the coordination of this program. The Project training program provided the basis for training the 12 students for their work as placement counselors.

The students who served as Project counselors provided an orientation and referral service for more than 200 students. This service, while not considered counseling, went far beyond that which could be provided by the typical receptionist. Services provided these students included placement orientation, assistance with the placement library, and referral to other Placement and/or University resources. The demonstrated need for early identification of students who need atypical assistance and the ability of students to meet that need are the basis for the program above. Additionally, students who express concern about the placement interview are offered the opportunity to join graduate-student-led groups which will focus on the

interview. Other special purpose groups will be formed if needed and scheduling can be accomplished.

Development of a Pre-Law Advising program within the Office of Placement utilizing second- and third-year University of Virginia Law School students as advisers has continued. Expansion of this program was directly related to the success of the Project in demonstrating the effectiveness of student counselors.

Early Provision of Career Counseling

A significant implication of the Project was that emphasis should be placed on the early provision of developmental career counseling for students. Plans are underway for the development of placement out-reach programs aimed at first- and second-year students in their living areas. These programs will involve group techniques as well as career orientation sessions. Career development courses are being planned and tested for use with undergraduates. Finally, a Career Day program providing for informal communication and dialogue between students at all levels and representatives of business, industry and government was recently arranged.

Unique Placement Programs

Project feedback revealed need for the Office of Placement to develop programs not directly related to careers or typical employment. Thus, responsibility was recently assumed for the coordination and administration of all national graduate and professional school testing programs scheduled at the University of Virginia. Evaluation of other possible programs for students not immediately entering the employment market is presently underway. Among these is the development of a program designed to meet the employment needs of students interested in alternative and atypical career opportunities.

Career Library

The finding that students expect to be able to locate relevant career and employer literature in the Office of Placement has strengthened a commitment to the development of a more comprehensive placement library. A part-time librarian with a counseling background has recently been employed in the Office of Placement and will function as a graduate school-career-employer literature resource person.

Educational Function of Placement

The Project demonstrated the need for students to be able to "sell" themselves to employers in order to be successful in the currently depressed employment market. With this concept as a guide the credentials

packet (resume, recommendations, and list of coursework) was re-designed to provide an opportunity for a personal and attractive presentation of students' strengths. Individual and group sessions are scheduled for students with the goal of providing assistance with the development of this material.

Continued individual and group use has been made of the videotape interview material and increased opportunities are being provided students to develop interview skills through videotaped role-play techniques.

Further use of the employer rating form is planned with the expectation that this instrument will provide feedback on those students who are not experiencing success in the interview program or students who could benefit from further assistance with interview skills development.

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APPENDIX A

MATERIALS RELATED TO VIDEOTAPED INTERVIEWS USED IN THE PROJECT

UNIVERSITY OF VIRGINIA
CHARLOTTESVILLE
22903

OFFICE OF PLACEMENT
5 MINOR HALL

ESSO CAREER COUNSELING PROJECT
OFFICE OF PLACEMENT
UNIVERSITY OF VIRGINIA

The Office of Placement is involved in an experimental project designed to increase career counseling services to students. This project is supported by a research grant from the ESSO Education Foundation.

One of our goals is to develop a number of videotapes of actual interviews for later use in training and counseling sessions. We have selected the _____ interviews of _____ as typical interviews to be taped. Each interview recorded will be reviewed and any confidential details which you would like to have erased will be removed.

By signing this statement, you give your permission to video record your interview with _____ and to allow the video tape to be used in the ESSO Project.

DATE Signed _____

VIDEOTAPES USED IN THE PROJECT

I. ACTUAL INTERVIEWS

The description titles were used for indexing and cross referencing.

A. Semiprepared Interviewee

A first-year, male graduate student being interviewed by representatives of a national bank. The applicant is aware of the summer intern program of the bank, and is particularly interested in marketing, finance, and personnel work. Although he is interested in remaining in Virginia, he is informed that there are no vacancies in the local area, and that an intern program would pay only a limited amount. The applicant is unaware of the pay during the summer session. The representatives appear interested in the interviewee's qualifications and he is offered application forms to be completed and forwarded to the bank.

B. Unprepared Nonaggressive Interviewee

A female graduate student with an undergraduate degree in history and a Master's degree in education, who has taught two years, and is being interviewed by representatives of a national bank. The interviewee is unable to discuss her reason for applying to the bank for a position, and admits knowing nothing about the field of banking. The representatives explain that there is a high rate of attrition among females, and that the women who are hired must have some previous training in accounting and other business-related areas.

C. Unprepared Interviewee Not Aware of Job Market Goals Not Related to Position

A male student interested in industrial development being interviewed by representatives of a national bank. The interviewee is interested in industrial development and is informed that the bank has only one person involved in such a position. The applicant expresses an interest in traveling throughout the country while being interviewed by a representative from a banking concern located only in Virginia. The representatives recommend that the student speak to representatives from other nationwide banking concerns.

D. Nonaggressive Interviewee
Lack of Interest in Position

A quiet, unassuming student, interested in commerce, is interviewed by representatives from a bank. He indicates his interest in someday starting a business of his own and believes he could obtain valuable experience by working for a bank. The interviewee does not seem interested in the company for which he is interviewing; in fact, there is almost no discussion about the bank until near the end of the interview when the banking program is explained to the interviewee. The applicant has some very specific questions concerning opportunities for advancement. He is offered application forms to complete.

E. Unprepared Interviewee
Goals Not Related to Position

The son of the bank branch manager, the applicant is interviewed by representatives from a bank. The interviewee expresses desire to attend law school, but assumes that his grade point average will not allow his admittance to the University of Virginia Law School. He expresses an interest in sales and states that, although his major is economics, he does his best in sociology. While in the armed forces, he was trained as a linquist in the German language. The applicant appeared to be very interested in fields unrelated to banking, and made little attempt to sell himself, emphasizing that his parents considered banking a good profession.

F. Unprepared Interviewee
Goals Not Related to Position

A senior with a major in economics is interviewed by representatives of a national bank. The student expresses an interest in attending graduate school in California, and says he is eligible for the draft, but desires employment with the bank. The student has very little understanding of the field of banking, and the representatives indicate that the student has interests which are not compatible with the current needs of the bank. He is encouraged to consider other areas of employment.

G. Semiprepared Interviewee

A senior with a major in economics, with interests in international banking. The representatives are from a national bank, and have only two men in international banking. The applicant is uncertain as to his draft status and is interested in attending graduate school. The representatives explain that his uncertainty about an eventual position and his draft status would not allow the bank to be interested in him at this particular time.

H. Relevant Education

A senior interested in engineering sales and eligible for active duty in the armed forces in March of 1971. A good portion of the interview is spent by the representative of a national engineering company in his explanation of the duties of the available position. The interviewer assumes that the interviewee is ready to agree to employment by the company and informs the student that he will make recommendations for the interviewee's placement.

I. Aware of Job Market
Relevant Education

A senior, with several years experience in the United States Air Force, being interviewed by a representative of a national engineering company. A good portion of the interview is spent in describing the products of the company. The interviewer informs the applicant that he will notify the two branches in the area of the country in which the applicant is interested, and that he will be contacted in a couple of weeks.

J. Semiprepared Interviewee

A senior with a major in mechanical engineering. The applicant is interested in industrial sales and has reviewed the orientation brochure produced by a national engineering company. During the course of the interview, the representative explains the company's sales-training program.

K. Lack of Verbal Skills

A senior in mechanical engineering. The applicant is interviewed by a representative of a national engineering company. The interviewer spends the majority of the time during the conference describing the different programs and departments of the company. The interviewee asks few questions throughout the course of the interview.

L. Verbally Skilled Interviewee

A senior in aerospace engineering being interviewed by a representative of a national engineering company. The applicant is able to discuss his major interests, and prefers to live in the South. He is informed that the company's research in aerospace takes place in Florida. The interviewer describes the types of positions available at the company in the state of Florida. The interviewee is told that his application will be sent to the Florida division of the company.

M. Semiprepared Interviewee

A senior, interested in bio-medical research, interviewed by a representative from a national engineering company. The applicant suggests he had been attracted to the company because of their bio-medical research. The representative described the limited areas of bio-medical research at the company, but informs the applicant that he will forward the material to one of the company's divisions.

N. Special Location Preference

A senior in mechanical engineering with a 3.8 GPA interviewed by a representative of a national engineering company. The applicant expresses some concern that the company's demands might not be in mechanical engineering, but his concerns are not responded to by the interviewer. Although the interviewee wishes to remain out of the large city, the representative informs him that most of the demands for mechanical engineers are in the divisions found in large cities. The interviewer encourages him to consider a division in a small community outside of a metropolitan area, and the student agrees to have his credentials forwarded.

O. Unprepared Interviewee
Lack of Interest in Job
No Awareness of the Job Market

A first-semester graduate student in English with four years of experience in the Navy. The applicant is concerned with finding a job upon graduation, and says that he has entered the interview with a national publishing company in order to gain more information about publishing. The representative explains the different types of publishing and services of the company, and attempts to determine in which of the several areas the applicant is interested. The applicant had not read any promotional material produced by the company, and had no credentials. The representative suggests to the interviewee several methods which he might use to become involved in the publishing business.

P. Nonrelevant Education
Lack of Verbal Skills

A student receiving a Ph.D. in mathematics and being interviewed by a representative of a national publishing company. The applicant expresses an interest in the teaching of mathematics, but suggests that he has come to the interview because the company "is an interesting company." The interviewer attempts to determine if there are any areas which interest the interviewee, or in which the interviewee has past experience. The interviewee volunteers little information, and his silence makes the interviewer uncomfortable.

Q. Unprepared Interviewee

A senior is interviewed by a representative from a national publishing company for a position as a "travelor"--book salesman. The representative explains to the applicant the major function of the "traveler", and asks the applicant which of the major functions he is interested in pursuing. The representative questions the interviewee on the names of his past professors who have written textbooks. The applicant is unable to relate his past educational experiences to the interview such as: he had few close contacts among the professional staff, did not remember the names of his past textbooks, and received his lowest grades in two courses dealing with human relations. The applicant is told to speak to faculty members who are authors of textbooks to get their impression of the job and is ushered from the room.

R. Nonrelevant Education Interests Not Related to Job

A female, very soft-spoken, able to read French and Hindu, graduating with a Master's degree in foreign affairs, is interviewed by a representative of a national publishing company. The applicant has been a research-assistant to a professor writing a book (which interests the interviewer), expresses an interest in remaining in the academic environment and has therefore chosen this company. The interviewer attempts to draw from the applicant her exact reason for coming for the interview, and although she expresses an interest in working with people, he asks the applicant if she is interested in reading manuscripts. The interviewee does not indicate a particular interest in the reading of manuscripts and the interviewer implies the company has little demand for her talents and interests, but suggests he will check with the company.

II. ROLE-PLAYED INCIDENTS

The description titles were used for indexing and cross referencing.

A. Unprepared Interviewee

The interviewee had no background information about the company and came to the interview at the suggestion of a friend. Without relevant information the applicant was unable to ask meaningful questions about the company's program, and could not suggest the reason for his interest in the company, or the relevancy of his academic training to the available position.

B. Semiprepared Interviewee

Somewhat prepared for the interview, the applicant is able to state his particular area of interest, and indicate a continuing interest in the company because of past family association. The interviewee is unable to clearly define his future goals and does not relate any of his plans directly to the needs of the company.

C. Well-Prepared Interviewee

The interviewee had read all of the company's literature prior to the interview and had related work experience. He was aware of the apprenticeship program and demonstrated an interest in a particular facet of the program--relating it to his major areas of study. The applicant was amenable to beginning at an apprenticeship-level program and work his way up while in training.

D. Overly High Self-Esteem

The applicant is being interviewed by a representative of a company which typically hires highly technical and scientific employees. He has a mathematics major, but only a 2.2 grade point average in his major field. When asked about his lack of scholastic excellence, the interviewee explains that he has been interested in becoming a "well developed individual" and therefore has lettered in varsity sports and worked while attending college. The applicant suggests he is qualified to join the company due to his experiences.

E. Non-Animated Interviewee

The applicant is being interviewed by a representative from a company which produces technical products. The interviewee has a major in mathematics, but does nothing to indicate his major or interests related to his major field. He indicates that he has no professional goals and volunteers no comments unless asked a direct question. The interviewee appears particularly interested in dramatics and other areas having to do with interpersonal relations.

F. Relevant Education

The applicant is being interviewed by a representative from the Social Security Administration for a position in the southwestern United States working with Spanish-speaking people in impoverished conditions. The interviewee has a double-major, one in Spanish and the other in social psychology. In addition, he is able to relate some of his personal experiences with Spanish-speaking Cuban refugees.

G. B.A. in Liberal Arts

The representative from the Social Security Administration, who hires a number of personnel with liberal arts majors, interviews an applicant with a B.A. in psychology. Since there are many levels of specialty beyond the B.A. in psychology, the interviewer informs the interviewee he would only qualify for a general training program in administration. The B.A. degree in psychology does not differentiate the student from other candidates with B.A.'s in similar liberal arts fields.

H. Unrealistic Salary Expectations

The applicant is being interviewed by a representative from a bank. When asked the salary he expects to make at the beginning of his career, the interviewee suggests that, based on the conversations he has had with friends in the dormitory, $10,000 would be an appropriate figure. The interviewer then explains that $8,000 is the highest any beginning trainee has ever been paid by the bank.

I. Desired Location and Conditions

During an interview by a representative from a corporation with offices throughout the nation, the applicant expresses an interest in one particular local office. The representative explains the rigorous training program and states that the location for the program is in New York. The interviewee then suggests that during the training, he would like to be placed in the local city, and would like off two afternoons a week to attend classes at the local university. He also suggests to the interviewer that classes at the university would be considered as part of his training.

J. No Specific Goals

The applicant has a B.A. in liberal arts and is being interviewed by a company representative who asks him to relate his undergraduate training to the company's demands. The interviewee then informs the interviewer that he is uncertain as to his goals and has been actively interviewing with 19 other companies to determine the job market. When pressed about his future plans by the interviewer, the interviewee admits that he would like to attend graduate school.

K. Unusual Interviewer Tactic

A rather aggressive interviewer looking for employees who are capable of selling the company's product. The interviewee, who seems rather timid and quiet, voices the opinion that he believes he can sell products since he has sold clothes in a clothing store. The interviewer then pushes a pencil at the applicant and asks him to sell the pencil to the interviewer.

L. Overly Aggressive Interviewee

The interviewer represents a management training program for B.S. engineers. The interviewee is aware of his own assets (3.5) GPA, and expresses the feeling that he doesn't want to "get lost in the shuffle" or moved to the "boonies," The applicant persists on knowing his future with the company, his salary expectations, and the growth of the company. On one occasion the applicant interrupts the interviewer in the midst of an explanation to ask another question about his future with the company. Throughout the interview, the interviewee assumes he has been offered the position and reminds the interviewer of his assets. The interviewer becomes visibly disturbed by the applicant's behavior.

M. Interviewee Overly Certain of Position

The applicant is being interviewed by a representative from a company which offers a rigorous training program. The company representative assures the interviewee that the trainees who successfully complete the program will have a good future with the company. The student then asks the representative what the company has to offer him. The interviewer then reminds the applicant that he has not been offered a position and asks the student what he specifically has to offer the company.

APPENDIX B

LETTER TO FINANCIAL ASSISTANCE APPLICANTS

UNIVERSITY OF VIRGINIA
THE CURRY MEMORIAL SCHOOL OF EDUCATION
CHARLOTTESVILLE, VIRGINIA

Spring, 1970

COUNSELOR EDUCATION DEPARTMENT

Esso Education Foundation Project

TO: Financial Aid Applicants

FROM: Robert H. Pate, Jr., Principal Investigator

SUBJECT: Special Graduate Assistantships for 1970-71 Academic Year

The Counselor Education Department and the University's Office of Placement are conducting a project sponsored by the Esso Education Foundation. The project involves the use of graduate students as counselors in the placement office.

In addition to the Department's regular financial assistance, two special graduate assistantships will be awarded for the 1970-1971 academic year; the recipients will be the counselors in the demonstration project. Selection preference will be given to applicants without counseling experience and who are interested in careers in college student personnel work. However, the final selection will be based on potential for contribution to the project as determined by a selection panel.

In addition to the stipend, minimum $2000, this program will offer valuable training and experience. Also, a week of paid training will be provided immediately prior to the beginning of the school term.

To be considered for this assistantship, a School of Education Financial Assistance Application must be completed. Any additional information regarding your interest in these assistantships should be addressed to me. If you have specific questions about this project, I will be happy to hear from you.

Please address any correspondence to:

Dr. Robert H. Pate, Jr.
School of Education
Peabody Hall
University of Virginia
Charlottesville, Virginia 22903

/pcc

APPENDIX C

RESUMES OF PROJECT COUNSELORS

RESUMES OF PROJECT COUNSELORS

Wistar Morris Withers

25 years old Single Born in Lynchburg, Virginia

1969 to 1970 — Project Director of UPWARD BOUND at Virginia Union University in Richmond, Virginia.

Summer 1969 — Assistant Director - Project UPWARD BOUND.

1968 to 1969 — Instructor of Latin at Sandusky Junior High School in Lynchburg, Virginia.

1966 to 1968 — Summer employee with UPWARD BOUND at Virginia Union University in Richmond, Virginia

1968 — Virginia Union University, A.B. cum laude, Latin Education President, Alpha Phi Gamma.

Richard Kistler Harwood

26 years old Married Born in Oxford, Pennsylvania

1969 to 1970 — Teacher of seventh- and sixth-grade geography and assistant wrestling coach at Oxford Area District Schools in Oxford, Pennsylvania.

Summer 1969 — Earned twelve hours' credit in Education at the University of North Carolina (Chapel Hill) School of Education.

1968 to 1969 — Teacher of seventh-grade language arts and social studies at Alexander Wilson School in Graham, North Carolina.

1967 to 1968 — Full-time student at University of North Carolina (Chapel Hill) School of Law.

1967 — Harvard College, B.A. American History.

APPENDIX D

MATERIALS RELATED TO RECRUITING CLIENTS

ARE YOU CONCERNED ABOUT:

YOUR CAREER GOALS?
THE JOB MARKET?
WHAT TO EXPECT FROM EMPLOYERS?
HOW TO INTERVIEW?
ETC., ETC.

SO ARE WE!!

OFFICE OF PLACEMENT
5 MINOR HALL

IN ADDITION TO REGULAR SERVICES, THE OFFICE OF PLACEMENT IS OFFERING THIS FALL A UNIQUE PROGRAM DESIGNED TO HELP DEGREE CANDIDATES ANSWER THESE QUESTIONS AND MANY MORE RELATED TO YOUR LONG-RANGE CAREER GOALS. THE SPECIAL CAREER COUNSELING PROGRAM - CONDUCTED IN COOPERATION WITH THE COUNSELOR EDUCATION DEPARTMENT OF THE SCHOOL OF EDUCATION AND SUPPORTED BY A GRANT FROM THE ESSO EDUCATION FOUNDATION - OFFERS CAREER COUNSELING FOCUSED ON THE TYPICAL CONCERNS OF DEGREE-CANDIDATES AND PROVIDES AN OPPORTUNITY FOR EXPLORATION OF SPECIAL CONCERNS.

SINCE THIS IS A DEMONSTRATION PROJECT, ONLY A LIMITED NUMBER OF STUDENTS WILL BE ELIGIBLE ON A FIRST-COME, FIRST-SERVED BASIS. IF YOU FEEL YOU COULD BENEFIT FROM PARTICIPATION IN THIS PROGRAM, COME BY THE OFFICE OF PLACEMENT IN MINOR HALL AND WE WILL BE HAPPY TO DISCUSS OUR SERVICES WITH YOU.

WE CAN HELP <u>YOU</u> ANSWER YOUR CAREER-RELATED QUESTIONS!

UNIVERSITY OF VIRGINIA
CHARLOTTESVILLE
22903

OFFICE OF PLACEMENT
5 MINOR HALL

November 17, 1970

Dear

This year, the Office of Placement in conjunction with the School of Education's Counselor Education Department is providing a special program funded by the Esso Education Foundation. Counseling related to interview techniques and other career concerns is one of the major aspects of this program. Interested students will participate in either group or individual counseling sessions depending on time availability.

After reviewing the employer representative's rating(s) of a number of student interviews, we in the Placement Office feel that it would be of benefit to you to have further counseling in interview techniques and/or other career concerns.

We will contact students who have indicated an interest in this program as soon as a definite schedule has been established. The counseling sessions should begin by the week of November 23rd and will meet one hour a week for a total of five weeks.

Please note that a prompt response is necessary whether or not you wish to participate in the counseling sessions. If you are not interested, please let us know by calling 924-3378. If you are interested, please indicate on the enclosed time schedule times when you are available, and return this form to the Placement Office as soon as possible.

We hope that we will have the opportunity to be of assistance to you.

Sincerely,

Lawrence A. Simpson
Director

LAS/wmw
Enclosure

UNIVERSITY OF VIRGINIA
CHARLOTTESVILLE
22903

OFFICE OF PLACEMENT
5 MINOR HALL

1 February 1971

Dear

This year, the Office of Placement in conjunction with the School of Education's Counselor Education Department is providing a special program funded by the Esso Education Foundation. Counseling related to interview techniques and other career concerns is one of the major aspects of this program. Interested students will participate in either group or individual counseling sessions depending on time availability.

After reviewing the employer representative's rating(s) of a number of student interviews, we in the Placement Office feel that it would be of benefit to you to have further counseling in interview techniques and/or other career concerns.

We will contact students who have indicated an interest in this program as soon as a definite schedule has been established. The counseling sessions will begin by the week of February 15th and will meet one hour a week for a total of five weeks.

Please note that a prompt response is necessary whether or not you wish to participate in the counseling sessions. Since we are reserving a place for you in this program, it is imperative that we receive a reply from you. If you are <u>not</u> interested, please let us know by calling 924-7066. If you are interested, please indicate on the enclosed time schedule <u>all</u> times when you are available and return this form to the Office of Placement as soon as possible.

We hope that we will have the opportunity to be of assistance to you.

Sincerely,

Lawrence A. Simpson, D.Ed.
Director of Placement

LAS/pma
Enc.

APPENDIX E

TYPE SCRIPTS OF COUNSELING SESSIONS

I. INDIVIDUAL COUNSELING SESSION

The following is an individual counseling session with a client who had been involved in a group counseling experience. Due to a scheduling problem this client was unable to attend the final session with the group. Therefore, this individual final session was agreed upon.

Counselor: Basically, where we are now, as you will recall, when we first started we were going to have five sessions and this is number five. We're at our termination point and I guess one thing that I wanted to ask you was — do you think you've obtained your specific objectives?

Client: Well, I don't know. I think I'm headed in that direction. I won't know really until my next interview. If I go into the next interview and find the same old me — I hope not. I feel I should be able to go into the next one with a little more confidence. I felt that during the course of these five sessions I've felt more confident and it's easier to talk to people.

Counselor: I felt that myself. You haven't had any interviews since we've started?

Client: No.

Counselor: Do you have any coming up soon?

Client: I really don't know because all the accounting firms have gone by now.

Counselor: Unhuh.

Client: I haven't had any luck with them, so I guess I'm going to have to look around at other firms that are looking for commerce majors, or something like that. Right now I have the problem of just figuring who to interview. It's a brand new ball game again.

Counselor: How about on your own outside of the people interviewing at the University? Have you given any thought to contacting some?

Client: The only people I talked with were some small accounting firms in Richmond. I wrote them a letter before Christmas asking them if I could come in and see them during vacation. They never answered my letters. So I didn't know exactly what to do so I just let it go.

Counselor: They never answered at all?

NOTE: Names have been changed.

Client: No.

Counselor: When was that?

Client: It was just before Christmas vacation. I wrote them and told them I had this much time and would it be convenient for me to come and talk to them about job possibilities. I guess it wasn't at their convenience. I don't know.

Counselor: Did you ever think of writing them again? Sometimes a letter gets lost in the wash and explain that you realize this could have happened and that you'd appreciate an answer.

Client: Actually the reason I haven't written them is that they're part of what they call Virginia Little Aid and they had a dinner for the accounting majors. I went to the dinner and talked to the people. They had these sheets you fill out and they circulate them around their people and then their people contact you. I only heard from one of the three firms in Richmond on that sheet. I sort of felt writing them this letter was a second reminder. I guess between the sheet and the letter they just weren't interested.

Counselor: So you sort of felt you were beating a dead horse in that one?

Client: Yes.

Counselor: You say you're going to interview with people looking for commerce majors now. Are you going to continue to look at these smaller firms that you can identify?

Client: They're running out. I don't know how many more are in Richmond except for the smaller partnerships. But I've hit all of the fairly substantial ones that would have a need for people in Richmond. So now I'm just looking at the brochures from people like banks in Richmond so I figure I'd try them. They're from the area I want and I should be able to qualify for whatever they need.

Counselor: That's right. I was trying to recall—I had forgotten - you wanted to stay pretty much in the Richmond area? How far would you be willing to go? Like Petersburg—would that be too far? Or Fredericksburg?

Client: Well, my reason for staying in Richmond or Norfolk is that I'm a little reluctant to start in a completely strange city on my first job. It's difficult for me to adjust. I know it was when I first came up here.

Counselor: Right.

Client: And so I'd rather start in one of those two cities since to some degree I'm familiar with them and I'd like to start in some familiar territory. After that I probably would be all right to leave. But starting the first job in a strange city would be too much of a handicap for me. I thought it would be safer for me to stay in Richmond or Norfolk.

Counselor: Right. I was just wondering if you had looked at Petersburg or the surrounding areas there. I guess, Ed, one thing I wanted to do in this last session was recap what we've done in the previous sessions, in the group and what has happened. The best way for you to start is to briefly relate how you've reacted to some of the things that has gone on in the group and what facets have been beneficial to you and what facets have just been a waste of time or whatever.

Client: I'm trying to remember because it's been such a long span.

Counselor: Right.

Client: Well, I think the most beneficial thing for me was *just sitting around talking — feeling more relaxed around* people I wasn't terribly familiar with, just talking like that. I don't know about the most unbeneficial thing. In a way I felt having unrelated people there helped and it didn't help. Like talking with people in other majors and finding out what their problems were. I thought the one thing that wasn't terribly beneficial was that one guy, George, I think, we had in there who just had no idea what he was going to do. I didn't relate too much to that because I could get more by talking to others like Otis or some of the others who were in the same boat I was in, just different areas, and what they had gone through like the English major, George. I just felt we were further along the line than he was and we were sort of backtracking back to where he was. I thought maybe he belonged in another session with other people with the same problem he had. I don't know, I get the feeling he didn't benefit a whole lot either, because we all, especially the accounting majors, were all decided as to what we were going to do this for so many years. I guess the engineers were the same way pretty much. He was the exact opposite — he just didn't have any idea what he was going to do.

Counselor: Yes, I understand. I wish we had all of the group here so we could get their reaction. I'd like to get George's reaction too. I think you may have a valid point too - what

we did for George as a group too. I wonder and I'd be interested in talking with him and finding out. Do you feel though - granted he was on a different level, that he had some contribution to the others of us?

Client: I think he did have a contribution because in a way he was sort of in a position where he was detached from it all. He had been through all this block and everything. He could look at us a little more objectively. I think, in a way, we all had the fault of being of the same mind and that was one way we benefited from his presence. He could just look at all of us. He hadn't been through all of that so it was all new to him. He could be more objective about it.

Counselor: The last two sessions, I guess the next to the last one before this one, we saw the tapes and then we did some role playing in the last one. What did you feel about those two — the tapes and the role playing? Were they helpful to you? Do you have any suggestions about maybe a different type of tape we could see or way of handling it?

Client: Well, the tape was kind of long to show two of them. The time constraint was there. If you could just show parts of the tapes, it might be more beneficial. The role playing was — I have mixed emotions about it because I sort of wound up in the same bag again. I was sort of floundering when I was doing mine but I thought it was good because it put you back in the same position with the new knowledge you're supposed to have. Maybe things became more apparent to you.

Counselor: As you were doing the role playing, and you say that you fell back into the same thing, did it cross your mind at any time — "Hey, I'm doing something I ought to be doing."

Client: At the time it did cross my mind — I've backed into the same corner again and that's one thing that worries me. I'm still not ready for some of these questions like "What do you expect to be doing ten years from now?" Those types of questions, but I don't know. I feel like maybe I'll have an edge by going to an interview. I'll be prepared for them now and if I just take my time and develop some kind of answer even if it's on the hokey side. I can develop some kind of evasive answer at best.

Counselor: Well, that's pretty good. Let's see. There were a couple things, this being the last session, I wanted to mention. One, of course, is the importance of following up and especially in light of what you just said. That's good. You have an idea now where a problem area might be and the

type of questions, so that from now on you have an idea where to work on it. And as you say, to work on these kinds of questions—these are the kinds of things, "this is how I should try to handle it," etc. So that, although our direct counseling sessions will be over, I hope some of this will carry over. I think another that is a possibility you might want to think about is with a role playing thing if you want to with a roommate or whatever. Try out an answer on him. If he's got a few minutes and you've got a few minutes ask him to throw a question at you and try out a few of the answers on him so that they'll come a little easily or a little more naturally that way. I know myself, roommates can be quite highly critical. I would do that with my roommate and he'd tear me apart, which is somewhat depressing, but I then had an idea of what was happening. So that's a carry-over or follow-up type of thing that can be done. In talking about the previous sessions, I did ask you about the role playing and the films. Do you have any idea how we could best improve these sessions and the function of the counselor? How could I as a counselor be more helpful to clients?

Client: This is sort of like an interview. They always ask me one I'm not ready for.

Counselor: Yes, well this isn't for a job.

Client: I think you might watch and not try to steer the thing into any one direction too much. I thought you kept it from rambling too much and managed to stay on the track. I don't know. I really can't think of anything right off hand.

Counselor: Just for yourself, is there anything more you would have like to come out of this? I mean besides having a job right there. Is there any area we could concentrate on more or a different approach we might have taken?

Client: I thought there was the problem of the group sessions. Maybe one session could have been a one-to-one thing because each person has problems that he really can't bring up to the group—not that they are really problems—but they're irrelevant to the group as a whole. They have problems that would be unique to them, but wouldn't be beneficial to the group, but would kind of like to hash them out. I thought maybe a little session like that, a little private counseling, would have been helpful too.

Counselor: Let me see if I'm reading that right. You felt a little inhibited — in that you felt free to say what you wanted to say except that things you might have in mind might not be relevant to the group and that inhibited you from getting at some of the things that might be of concern to you.

Client: Right, just like I have a couple of things that don't relate to other people particularly. I'm not terribly self-confident and all. But to talk about it wouldn't have done anything for the group, particularly, unless it related to being in the interview itself. Things like you said, I have a habit of kind of mumbling sometimes and you know that might not have come out if it hadn't been for the role playing. I thought maybe one session on the side might bring out things like that. You might be able to discuss things like that on your mind that you couldn't discuss in a group because it might be kind of going on a side track or something.

Counselor: I wonder where might be a good time in the group process to interject an individual session. Would you say after we've started and got to know each other? Or would it be best if we did individual and then went into the group setting or would it make any difference?

Client: I don't know. Well, I think maybe before because then you've gotten your own problems off your mind, so to speak. You're aware what they are and then when you go into the group setting, you've had all of this and it wouldn't break up the continuity of the group sessions. Personally, if you did it on the first time, stuff like that might not come out as freely as if you did it several sessions later after you got to know the counselor and felt a little more at ease with him. It's kind of a trade-off.

Counselor: That's a good thought. I'm glad you brought that up. I'm going to have to give that some cogitation. Do you have any questions? I feel like I've been talking the whole time you've been in here and not giving you any chance for asking questions or whatever.

Client: One thing I was wondering was after this is all over do you follow up or anything? Do you keep track of us?

Counselor: We'll certainly get your evaluations from your interviews, etc. They will still be coming in. Although we look at all of them closely just because we're human or whatever, I'll look more closely at the people I dealt

with and I know of. So, in that respect, I will. Certainly as far as—like you know—we'll be here any time that you feel you have a concern, certainly feel free to come in and see me again. That should definitely be understood. We will follow-up. It's an important thing to us to know, to find out are we doing any good. This is what we're here for—to be helpful to students and so we've got to follow-up to see if we are being helpful to them. For that reason, our policy is if a person gets a job we'd like them to come in and tell us they have one and whom with, salary, etc., so that we have some idea how the office and the counselors are functioning. Does that answer your questions?

Client: I was kind of wondering after we get out of this or back on our own, do we have a guardian angel watching over us? It's kind of a nice feeling to know you will be keeping track of how things go.

Counselor: Yes, it sort of—you know. I don't know exactly how to phrase it right. You're on your own yet you have somebody. We're all watching and seeing how you're doing and as I said, as a human being. I'm certainly definitely interested in how all the people I know are doing. More, especially, than all the people I haven't had any contact with. Any other questions about what we've done, what we'll do or the whole thing?

Client: Well, I have one thing I thought about like those individual sessions. If you know, maybe, if you have individual sessions you could go over like a person's P factor. I know you can't get very specific, but like on mine you said you could tell it was a trend I had - that I caught fire at the end of the interview and you know, there was really no place in the group sessions you could get into things like that and if you had individual sessions you could sort of bring those out a little bit. Like those sheets you gave us. Go over them a little more. I looked at the sheets and I got the general thing of it, but if I had gone over it with you I might have pulled some stuff out of it I didn't see. Like an accountant can interpret things better than a layman can and you may have been able to spot trends or something that wasn't as apparent to me. There were a couple of borderline ones I just didn't know about. They sort of. . . .

Counselor: Do you happen to have that sheet here?

Client: No, I don't. I left it back at the dorm.

Counselor: I was trying to think if I have yours here. Do you know how many interviews you were taking at that time, Ed.?

Client: It was about 6 to 8.

Counselor: Let's see. I would say this is yours just from looking at it. I think just looking at the others for comparative basis. I only see one interview in one category which is "Work Experience" where that box is marked at all. As it says on the thing, that's like the upper 10%. Super high up and all that jazz. It's not marked that often — I think with yours, as you realize, like here if these two categories here had been loaded a little more like in this second category, it's highly possible you would have been rated more in the "1" group there.

Client: Like this one kind of threw me because I didn't get anything in this column and like all I talked to were professional accounting firms and I've taken every possible course that relates to accounting so I don't know what more they want.

Counselor: Right, I think that's an example of what I said. These percents here are pulling this way. Do you see what I mean.

Client: Yes.

Counselor: If you push those two over. I think you could push the top two over, because look where your relevant education is. It's loaded. It's up on the top part. There's no question about that. These two here also could be drawn over. I think this category is pretty good. This one I'd like to see over in here but it's not weighted real poorly.

Client: Now that's one of the things I was talking about. You spotted how those two — how they probably would have pulled the rest over and I saw that they were low but I didn't connect them with pulling the rest of it all over.

Counselor: Right, I think I want to do some more study on that. I have been planning to, but from the ones I looked at, I just have the definite feeling if we can get these second two categories and also this motivation and self-confidence categories moved over to the higher ratings I really believe they're going to push the others into the higher range. Now some of them aren't going to be changed that much, but I really think the whole thing will be weighted over that way just on the strength of your motivation,

verbal communication, etc. I think as we've said so many times in the sessions — it's only a half-hour but those are the characteristics that make it because as you know, you've got a GPA. You should be very proud of it. There is no road block there. If he looks down, no matter how much time he has before you come in, he's a little unfair because he doesn't have much time to look at it. But, as soon as he spots that GPA, you've got something to go with right there because it's in good shape and as you say, your relevant education is in good shape. So if you can get the other things pushed in there, I think that could be helpful in bringing that over.

Client: I think that is one of the main things I did get out of it this year. You know, that possibly that is really the thing they're looking for and that to present yourself well and the other things will go for themselves. Although you can emphasize them if you need to, but the thing is how well you present yourself and that does it more than anything else.

Counselor: I'm sure you've heard stories and most of them are true about guys with mediocre grades getting good jobs and that's just because he may have had a 2.7 or 2.5* but he went in there and sold, he sold the interviewer — "This is the guy. This is what I want. Grab him." And that's what it's all about. I had a question just after I talked with this fellow and I wondered how you reacted to the initial letter we sent out. I got the idea from this fellow, he felt it was sort of threatening to him. Was it threatening? We didn't mean it to be.

Client: Well, I think just getting a letter like that seems threatening. It's bad news although I wasn't terribly - actually because my interviews hadn't gone that super so I wasn't that surprised. I think one thing you should emphasize is that you're out to help people. It seemed kind of formal or something. If you want to get in on this just fill out all the blocks. I got the feeling it was just a yes or no proposition. Maybe invite the people in and if they have any questions come in and ask and tell them what it's all about for a few minutes. It might help a lot of people who are sort of on the borderline. When I got one I figured I hurt and I must really need some help so I came in. But people who really aren't so definite like he did a little bit, but he didn't think his interviews went that bad, I get the impression, and I think maybe people like that are a little more reluctant to come in until you sooth their pride a little bit. It did strike me as a formal letter. You might just try to emphasize that you're just trying to be helpful.

*The University of Virginia is on a 4 point grading system; 4.0 is an A average.

Counselor: Right. That's a good thought. I didn't want to make it threatening. I guess maybe I did make it a little too much. I'll have to work on that one. I guess unless you have any more questions we're just about at the end. One thing I would appreciate if you'd do it for us. You'll have to excuse the copy, it did not work too well. If you could just take some time when you have the time to fill this out we'd really appreciate it. You might look over it and see if you have any questions.

Client: I'll take this back. Is there any hurry on this?

Counselor: No, take it.

Client: I generally read questions and answer carefully and read over them and think about them for a while.

Counselor: As it says, if you have any additional comments to make, feel free to use the back.

Client: Do you want our names on them?

Counselor: That's a question I hadn't really thought about. It doesn't really make any difference one way or the other. If you want to put your name on it; fine, if not, fine. I guess just for myself, I don't know about the Project, it would be nice for me to just know how an individual reacted but if you feel that that would inhibit your objectivity, etc., and freedom to say what you want to say - it doesn't make any difference one way or the other really.

Client: Well, I was just wondering if you wanted it without the name for some kind of statistical purpose where you keep them and don't know whose is whose.

Counselor: Right. They, of course, are for our use and are not going to be put in the CD (school paper) or whatever, "We're running a special of Ed Brown's questionnaire this week." So, I've enjoyed these sessions. Lots of luck to you.

Client: I appreciate it all. I feel like I've gotten enough from this. I'm at the stage where the rest is up to me. I feel like I can go into the interviews and do fairly well. I do feel more relaxed talking to people now.

Counselor: Well, that's good.

Client: I think that's my main problem.

Counselor: Well, lots of luck.

II. GROUP COUNSELING SESSION

Orientation

Prior to beginning the session, a supplement to the College Placement Annual and an orientation to college booklet were handed to Client A who had specific concerns about initial contacts with employer possibilities and how such letters should be written. Client B entered after the session was underway.

Opening remarks and discussion focused on the inadequacy of the sign-up system in the placement office. Students felt that more information was needed on data sheets regarding specific positions available. Literature from companies was inadequate. Some did not supply their needs and they felt that reading it was of no benefit. There was no real follow-up to the literature during the interview with the employer representatives.

Summary of Events

The session ended with a discussion on how we would set up session #3—focusing on techniques by role playing. The group was decided that we would concentrate on specific techniques. Each member was assigned two roles — one as an interviewer, the other as an interviewee. Each was scheduled for an interview with a prospective employer within a two-week time period. Therefore, exchanges were made such that each could practice for the upcoming interview in the role-playing session.

Client B stayed and discussed where and how he could find literature relative to two specific companies he was planning interviews with. He was relatively apprehensive in his questioning, but felt that the group situation could be of benefit. Client B continued to discuss his concern with the counselor after the session while the client sought additional placement literature.

Counselor: So, you may be interested in knowing that we are developing a better system than what we had before. We are developing our own system to give you some positive feedback as to how we can operate, what areas, where your strengths are, where your weaknesses lay, and so forth.

Client A: I've got one question. You know in that little catalog type book where you have the interviews listed they ask the company what you're interviewing for — they say sales, research or design. Couldn't they set up a little better system to let the student know what the people are looking for?

Counselor: Well, you know, like on the data sheets....

Client A: That's what I'm talking about.

Counselor: OK, well, they.....

Client A: They all say research and design. That goes from the moon to the bottom of the ocean. It doesn't tell you anything!

Counselor: OK, at the time that information was sent out, I guess the company did not know the specific....

Client A: Well, there's no way for them to tell.

Counselor: Right, by the way the form is designed. You're suggesting that we change it.

Client A: Right, I've been interviewing a couple of companies lately who have quoted as looking for research and design, but I go in there and find that they're looking for civil, well, construction engineers and different things like this where it would be applicable — you know, research and design — there are so many different types. There's no good way to tell what they are looking for by the forms they fill out. This literature covers a whole area and not particularly what they are looking for. In particular, (company named) is one I am talking about. They list everything — they do a little bit of everything — but with the job market the way it is, they're only looking for certain types of people. So, I sat down for a 20-minute or 30-minute interview and he says, "We just don't have any openings in that field now. Thank you."

Counselor: So you're saying that it was just a waste of your time and his?

Client A: Completely.

Counselor: So what you're suggesting is more specific information?

Client A: Sure, the way it is, you have to cover as many people as you can, and wasted time covering people who aren't looking for your type of work isn't good. With the interview and preparing for it, it takes at least an hour or an hour and a half and I just can't see it. I've had about three or four like this before.

Counselor: I see what you mean. You don't really know what they are looking for until you get in there.

Client A: It's an advantage to know ahead of time because then it's not a waste of his time or my time. It could be that time could be used for another interview.

Counselor: So the interview sheets, etc., should specify exactly what they are looking for and for what.

Client A: I realize that they can't say, "Well, I'm looking for 12 engineers to do this, or the other", but they could be a little more specific in what they're doing. I mean some of the companies, if you can't find the material on them, you don't even know what they're doing. Like (company named), I finally found the brochure with some help from somebody, but there was no indication of what they do or what kind of engineering they do. When they list mechanical, civil, chemical and nuclear, I mean what are they looking for?

Counselor: Yes, sometimes some of the companies that come that are relatively small don't publish much information. In fact, some are so small they don't even recruit. They are so small, yet they do have needs as well as the larger companies. The literature that I have seen does not spell out anything unless it pertains to one particular job and that's very rare for the placement office in the technical world. I will talk with the director and others in the placement office and see if more specific information can be provided.

Client A: I realize it's a long-term project, but if something like that could be provided—if you could get companies to provide information like that—it would be of great advantage to the students.

Counselor: I would imagine that with the job market as tightening up, if the companies could be more specific and not waste a lot of time looking at a lot of people and wasting their time too.

Client A: And also many of the companies, you just look and there is nothing but a name and you don't know what they do, so you just flip past them. I've run into some that I've just passed, then my roommate will tell me something about them, so it would help a great deal.

Counselor: So, in essence, you are knocking the sign-up system we have in the placement office?

Client A: Yes, I guess so, maybe I am—well, not really the sign-up procedure.

Counselor: But the fact you have to look at these data sheets to find out what they are looking for, then sign-up for the interview, then go to the interview and find out that all this is not true—that they're really not looking for that. Yes, I can see that very well. I don't know whether or not in the past they have used this data sheet and sign-up procedure in the placement office, but I think that if they continue to use this in the placement office that there is much to be

desired and still a lot of room for improvement but that's an observation that I can't make as far as the services of the placement office goes. I thought today maybe we could continue the discussion of the other day as well as focusing on this business of contacting or making the initial contact with companies that are not visiting here. The way things look now, as well as signing up for interviews in seeking employment for next year, you should also look to the smaller companies that cannot afford to recruit. They have employment needs also and it could be to your advantage to look at these smaller companies. Most people don't plan to stay more than a couple years in the first company they work for. It might be good to start at a lower level and work up. It has its advantages as well as its disadvantages, but most of the people that do come here are from large corporations and are highly selective of the people they employ as some of you gather from experience. Why are you smiling?

Client B: How we have experienced it—or we wouldn't be here.

Counselor: How many interviews have you taken?

Client B: Only three.

Counselor: Only three? You haven't given up the whole idea of interviewing with only three? Have you been investigating more?

Client B: I haven't lately, but I haven't given the idea up. I figured I'd wait until after Christmas.

Counselor: OK. I got some information out of a copy of the magazine. It has some information on letters of introduction. More than likely, I assume you have this information. One question we had last week was—do you send a resume with the letter and....

Client C: Excuse me, this is when you go out on your own?

Counselor: Yes. Have you done this yet?

Client C: No, I have planned on doing it.

Counselor: I think a lot of students will be doing this. I know I myself will be looking for employment in the future and will be doing this sort of thing. Even in the placement manual, it is explained. The more I use it, the more useful I find it and it really starts with the greeting and goes to the closing of the letter which is really good. I don't know how soon you would be doing this, but since it's so close to the holiday time, one thing you could do is to check the local businesses in your town and check the employment possibilities with them. You could make phone calls now and set

up appointments for the week after Christmas. This would all be to your advantage. Also in many localities in Virginia local Chambers of Commerce are conducting a career conference. Are you from Virginia?

Client C: Yes. There's going to be one in Lynchburg. I have all the information about it, but I don't want to work in Lynchburg.

Counselor: Where are you from?

Client B: Harrisonburg, but I've heard about the career conference you were talking about. I wrote them a letter and they sent me some information telling me about the companies that would be represented but it seemed to me that all the companies were in the immediate area.

Counselor: Yes, most of them are. The one in Lynchburg will be for the companies in and around Lynchburg. Also, there are some held throughout the state. I don't know if it's a uniform thing and it's all on the same day or not, but most of them are concerned with local businesses like (company named) in Norfolk in the Tidewater area and (company named) in Lynchburg, to name a few.

Client A: How do you find out about them?

Counselor: How do you find out about them? That I really don't know. What happens, I think, is that the local firms find out what students are finishing high school and college from somewhere and send out letters like "Dear Greg" or something. I'm from Lynchburg and I know I got a letter like that saying that the representatives would be there and inviting me to come. I never went but at least I got the invitation. The other day I was talking with a guy from the Tidewater area and it was the same way there. Did you get a letter?

Client B: No, a friend did. I guess he could write to the Chamber of Commerce if he wanted to be in a specific area and get a listing of the companies here and see if they are going to have something like that. If he wanted to work in Virginia, he could do something like that.

Client C: I've heard of several different ones in the Portsmouth area for college students.

Counselor: Are you planning on going?

Client C: To be honest, I don't think so.

Counselor: Are you from Portsmouth?

Client C: No, I'm from Richmond.

Counselor: Are you interested in working in the Portsmouth area?

Client C: Well, I wouldn't mind working there, but I'd like to investigate everything.

Counselor: That's another thing we could take into consideration. What are your priorities as far as a job is concerned? Where do you want to be located; what type of salary, fringe benefits, etc., do you expect? Unless you establish some sort of idea in your head as to what you want to do, it would be fruitless for you to interview (company named) if you want to work with (company named). There is no relationship between the two. I guess you're the only one going to write the letters.

Client A: I am going to write them.

Counselor: OK, let's concentrate on that a few minutes. You've read that that's pretty helpful; so you're just going to contact the companies? Before we move on, I know you have some questions.

Client B: When you're writing companies, should you put down that you're going to be visiting the city or whatever or should you ask for a specific time to interview. Sometimes you know you're going to be visiting an area but you're not exactly sure of the time. Is it up to them?

Counselor: Well, I think you should find a time that is mutually convenient for both of you. You should ask maybe in a follow-up letter if they seem interested, what time you could come and ask what time would be convenient for them. It's not really necessary to do it in the initial area. A good time to do this would be at semester break. You could write and tell them. If I were you I would write and indicate that. In fact, write and tell them that you are available just about any time and then mention that you would definitely be in that area at this specific time. If he's interested, he will write and ask you to drop in. This is something else I found interesting. It sort of shows the pictures and gives information. As far as this letter is concerned, I think everything is pretty much OK.

Client B: Yes.

Counselor: OK. You want to move onto this business of interviewing techniques? What would you like to say about interviewing in general?

Client C: Well, I want to say something about the interviewing by two people at one time. It makes things twice as bad, really.

Client A: There were two people?

Client C: Yes, in the (company named) interview. One just graduated from Virginia two years ago so that wasn't too bad. Then the (company named) had two. You go in there and I think you feel very uncomfortable. One may ask the questions and you feel like you've got the two of them to talk about you after you leave.

Counselor: Well, don't worry about what goes on afterwards.

Client C: Well, I guess I don't understand why they have two in there.

Counselor: Well, first of all, they know you're inexperienced and they want to know how well you maintain your....

Client C: You mean like one of their tests?

Counselor: Many companies use two people to interview and maybe next time we meet I can bring some videotapes. There are some tapes with two people interviewing and you can actually see what's going on and that's something you have to face. You're going to be interviewed by a lot of different people. You shouldn't be too relaxed, but you shouldn't be too tense either. The added pressure of two people there is an awkward situation, but that's just the way some companies work it. What do you feel your major strengths are? After working with the Esso Project how do you feel going into the interview?

Client C: Well, sometimes I feel uncomfortable. I'm not really sure that what I'm saying is what he wants to hear. Sometimes I'm conscious of what I'm saying and wondering if I said it right, if it's what they want to hear, if something sounds right or if I said something really bad.

Counselor: Actually, he sets the tone for what is to follow in the interview, as far as you're concerned.

Client C: Well, in some instances. Like he'll say I know you have a lot of questions so you go ahead and talk now. Sometimes I don't know what to talk about. I guess the first thing is just to — like my field is marketing — find out what they have in marketing. What do you do after that? Do you talk about salary, ask about fringe benefits, where are jobs located, just what are the opportunities now? Just what do you ask after they say to ask questions?

Counselor: Do you ever ask about something you've read about the company?

Client C: Sometimes. I think that helps. It shows you showed a little interest.

Counselor: Have you sort of keyed in on things the interviewer might have said before he asked if you had any questions?

Client C: You mean in his interview?

Counselor: Yes, questions directly related to something that he said.

Client C: Yes, sometimes.

Counselor: I was thinking this might impress them that you were listening.

Client B: Should you try to build yourself up like he has your resume in front of him and you could explain something like your activities or your grade point average, why it's low or high? Should you try to build yourself up?

Counselor: What do you mean?

Client B: Well, like expressing your interest in the job and explaining you have a 2.5* in Chemistry and saying why you think you're suited for the job. Try to talk more about yourself. Should you do this sort of thing? Do you see what I mean?

Counselor: Yes, it depends on how the individual feels about things. Some companies have priorities over other things. Some put more importance on grades while others may feel that grades may not be indicative of what you got out of the course. They look at other things—your personality, how introverted you are, and it all depends on the type of job you're looking for. A person may not need a great personality to work with machines all day and do a lot of technical things, while it would be very desirable in a person who would deal with a lot of different people. I don't know for sure. Did you ever do anything like that?

Client B: I don't know. One of my interviewers brought out the fact of my high chemistry grade and said he could see why the people that wrote my recommendations said I did very well in class. I thought that might be to my benefit to bring that up.

Counselor: But in this instance he brought it up in the interview? Have you ever gotten into a situation like that?

Client C: Well, mine's lower that that, so it doesn't help me at all and some times they'll ask me what area or field do you do best in. Well, I really can't narrow it down to one field. There's no set pattern.

* The University of Virginia is on a 4 point grading system; 4.0 is an A average.

Counselor: But I'm thinking in terms of have you ever dealt with that at all?

Client C: Well, sometimes they've said well, I see you have a low accumulative average or something like that.

Counselor: What I'm trying to find out is do you substantiate or or do you rationalize?

Client C: Well, sometimes they ask do you feel you did as good as you could have and I say no, I could have done better or I just needed time to get the problem settled and I know I can do better than I have done.

Counselor: You mean, of course, better grades?

Client C: Right.

Client A: I think that might be kind of a bad thing to say. What can you say when he asks you if you could have done better? Try to give him some other reason other than you haven't applied yourself. Maybe you could say you were going through a period of adjustment, that you didn't have good study patterns and that you were trying to develop those or you ran into social problems like you were courting too much or something like that, but don't say you didn't apply yourself, as well as you could have because I think that points out to the guy maybe you aren't as zealous or do your best in the job that's coming up. You can give an excuse on why you haven't done it, but not that you just didn't apply yourself.

Counselor: OK, let's look at the two sides. What he's doing is being relatively truthful and everything. You're not saying something that isn't true, of course.

Client C: I'm just saying it without really being dishonest. I'm just saying it avoiding all the reasons involved.

Client A: Well, there's reasons why you didn't apply yourself. If the person knows these reasons, we all do it, I know I have the problems, and he can better understand why you didn't apply yourself and sometimes he just thinks, well, he doesn't do anything or care or something like that. But if you give him some nice psychological reasons, he'll maybe understand a little bit better than if you just said you didn't apply yourself.

Client B: I was just going to say if your cumulative average has gone up, you could point out that you have settled down and really begun to take an interest in your courses down. That before, there were things that really kept you from really getting into the course.

Client C: I know for my part, I did just what I wanted to do. I really wasn't that interested in a lot of courses.

Counselor: In your major area?

Client C: Well, I didn't get into my major area until my last year. I didn't do too well in my first semester here and brought it up during my second semester.

Counselor: In your major area?

Client C: Yes, the Commerce School is only two years. The one course I had in marketing, I was interested in. Some of the others like finance I wasn't too interested in. Maybe I'll just say that I was sure of what I wanted to do and I wasn't that interested in the courses.

Client A: How were your grades for this year? What are you— fourth year?

Client C: Fourth year.

Client A: How were they for the last three years?

Client C: Well, my only, it's funny, but my only bad year was last year.

Client A: Mine too.

Client C: When I was admitted to the Commerce School, my first semester I just didn't do the work. I got behind. Second semester I worked a little harder and I didn't like one of my courses — which happened to be in my major — marketing. I had a real hard teacher and I think I should have gotten a letter grade higher than I got in his course. I got a D in his course. You see, he was giving 40% and 50% Ds and Fs on every paper that people needed most. I think he didn't want me in the program, possibly I was a borderline case and he felt like he didn't want me in the marketing program and he was trying to persuade me to stay in my program. This year I have him for two courses. I'm doing better this year. I'm getting solid Cs where there were a lot of people doing better last year and not as well as I am this year. Maybe I exaggerated how bad the teacher is, but I don't feel like I am. He's a hard teacher and sometimes I think he's very unfair. That is one of the reasons I did so poorly last year. I'm just using that as part of the excuse. I know I'm to blame too. Sometimes I didn't apply myself.

Client A: Why don't you think you applied yourself?

Client C: Well, sometimes I wouldn't stay with my work. I'd get behind and when a test would come up I hadn't done all my reading. I'd feel like....

Client A: Well, in my first two years I had the same problem. My first two years I had a 2.9 average. Last semester and the semester before I had a 2.1 for the two semesters. The simple reason is I just had a good time. I went out and had my car up here for the first year and we moved into the apartment and everything. So I just more or less had a good time. I don't exactly put it to the guys in those words, but I just say well, last year I moved into an apartment and it was a new adjustment. They let me have my car up here and I got to get out more and that kind of made it a little more exciting. Really, I just had a period of re-adjustment and goofed off. I pointed out to them that my grades could have been a little bit better if I hadn't been going through this period of time. It doesn't seem to bother them that much. They didn't seem to make too much of it. They look at the grade point average and I had a 2.6 which isn't that good, but it isn't that bad either in engineering. They don't seem to mind it so much. It usually terminates right there after I explain why the semester was so bad, or that year.

Counselor: In engineering, you start in the first year of the Engineering School, don't you?

Client A: Oh yes. All four years.

Counselor: You're in the College, right?

Client A: Well, I started in the Engineering School.

Counselor: Oh, you started in the Engineering School?

Client A: I was one of these first semester dropouts because I just didn't like it. You have to transfer to the College, so I transferred.

Counselor: Do you think that was a great help? Did your grades go down for the first time this year?

Client C: Well, for the first time last year, I was living in the fraternity house and you know how hard it is to study in a fraternity house. This year I've been going to the library to study a lot and I'm getting a lot more work done. I'm doing real well this time, where last year I stayed at the house and you know there was a lot to do and everything.

Client A: Don't try to be ashamed of what you did. They know with experience that that's part of life and you probably learned a lot that semester. Don't make it look like it was a bad thing. At least I try not to.

Counselor: I guess this would build your own confidence, you'd say don't be ashamed. You know that there are many reasons why you could have done better, but you can't pinpoint one. If you do know why, it will build more confidence in yourself.

Client A: You've got to think, we're fourth yearmen in college and take high school—when you graduate from high school you have to be fairly smart to get through high school and get into college. Then you figure the dropout rate is pretty bad, very few guys get through it that well. I think the rate in the country is something like 25% dropout of college and by the time you get to fourth year and you have a C average—sure you're average, but you're average of the cream of the crop. If you look at yourself that way, well it gives me self confidence.

Client C: A guy's got to have self confidence.

Client A: A guy with C in college these days is a pretty smart little guy I think, because ain't no dodos walking around this college, we're all human.

Client B: There's a few.

Client C: Yea, I've seen a few!

Counselor: In light of what you said too, there are a lot of people in colleges now with C averages and they reason that way too. The fact that you are in a fraternity means that all your time cannot be put into studying. You are involved with extracurricular activities as well. Sometimes they do overtake what you are really here for. If you feel that you're doing better this year over last year well....

Client C: Well, I'm doing better this year, I think. I'm doing real well this year. Going out of the house to do my studying has really helped.

Client A: When you bring up how well you're doing this year, say well last year through the adjustment you learned you had to apply yourself differently. Show them you learned something last year.

Counselor: Yes, if you didn't learn as far as your grades are concerned, you learned something—that you are improving this year. You are improving over from the things last year.

Client B: My grades aren't that good but I just rationalize what I believe the reasons really are.

Counselor: Let's face it too. At this point the grade point average is something that you really can't change. It is something that you can look at or overlook depending on the interviewer. Now if you go into a large company where everybody wants to interview then you are going to be compared with everyone he sees. Now if the first person he sees has a 3.8 average, then of course his day starts off good. We have to think about things that can be worked on and improved. We know that we can't change grade point averages but you mentioned techniques. Work on them. What things can you do to improve that? I know probably now for you anyway since you've had interviews in the beginning and you're continuing to take them, you have shown improvement from the first ones you've taken just from the experience of taking them. If you can do — not like you said last week — taking too many and not improving as you take them, you've used a lot of energy and time with no results. Do you have another one today? You said you got a letter from the company.

Client A: No, that was straight from the company. From (company named).

Client C: Yes, I got one too.

Client B: I got one from (company named).

Counselor: Oh, not from (company named)?

Client C: I've been talking with another one in an interview. He said I want you to talk. I wanted to know what you want in relation to our needs. Then he talked a while and said I'm afraid we don't correspond. Thank you for your time.

At this point the tape ran out, although the counseling session continued for a few minutes.

APPENDIX F

PROJECT COUNSELING EVALUATION QUESTIONNAIRE

ESSO FOUNDATION PROJECT
OFFICE OF PLACEMENT
UNIVERSITY OF VIRGINIA

The Office of Placement is attempting to provide a placement counseling service which attempts to meet clients' needs. We would appreciate your help in order to make our services more meaningful. Please assist us by answering the following questions related to your counseling experience.

1. Were you able to identify factors which might hinder the achievement of your career goals? _____
   Comment:

2. Did the counseling sessions focus on problems of real concern to you? _____
   Comment:

3. Did you gain useful information? _____
   Comment:

4. Did you develop skills (e.g. resume preparation, interviewing) which you needed? _____
   Comment:

5. Did participation in the counseling session help you meet your placement goals? _____
   Comment:

Please use the back of this sheet to make any additional comments which will help us serve you better. Thank you.

APPENDIX G

RATING OF PLACEMENT REGISTRANT
BY EMPLOYER REPRESENTATIVE

OFFICE OF PLACEMENT
UNIVERSITY OF VIRGINIA
CHARLOTTESVILLE, VIRGINIA

RATING OF PLACEMENT REGISTRANT BY EMPLOYER REPRESENTATIVE

The University Office of Placement is conducting a research project supported by the Esso Education Foundation. The goal of this research project is to establish the feasibility of college placement services providing special placement counseling for their clients. As one part of the project, the interviewers representing potential employers of our graduates are asked to complete this brief rating of selected students they interview.

The ratings you provide will be treated as CONFIDENTIAL and all analyses will be conducted in a manner which will insure anonymity of both student and rater.

Please return the completed rating(s) to a placement secretary. Thank you for your cooperation.

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I. SUPPLEMENTARY DATA

STUDENT_____ DATE_____

INTERVIEWER_____ REPRESENTING_____

Please check the blank(s) which represent the position(s) for which you are interviewing.

____ 1. General Business	____ 9. Design	____ 17. Field Engineering
____ 2. Sales (including training program)	____ 10. Manufacturing	____ 18. Sales Engineering
____ 3. Management	____ 11. Production	____ 19. Systems Analysis
____ 4. Financial Analysis	____ 12. Maintenance	____ 20. Programming
____ 5. Training Program (non-sales)	____ 13. Tech. Services	____ 21. Accounting - Auditing
____ 6. Marketing	____ 14. Construction	____ 22. Teaching
____ 7. Banking	____ 15. Plant Engineering	____ 23. Other (Specify)
____ 8. R & D	____ 16. Process Engineering	_____

Please check the statement which best describes the type of interview you conduct.

____ 1. A structured interview following a prescribed format.

____ 2. A flexible interview but always including certain prescribed topics.

____ 3. A flexible interview usually including prescribed topics.

____ 4. A completely unstructured interview with content left to your discretion.

Please check the statement which best describes your position.

____ 1. College recruiting and/or related activities (including training) are my primary function.

____ 2. College recruiting and/or related activities are not my primary function. My primary function is _____

_____

II. INTERVIEWER RATING OF STUDENT

Please compare this student to all other undergraduates you have recently interviewed at the University of Virginia and other campuses at which you recruit. Make the best possible estimate for each characteristic. Based on a hypothetical group of 100 students, the adjective ratings are defined as follows:

Indicate your rating by placing an X in the appropriate box below.

1. The top 10 should be rated clearly superior
2. The next 20 should be rated above average
3. The middle 40 should be rated average
4. The next 20 should be rated below average
5. The bottom 10 should be rated clearly inferior

CHARACTERISTIC	5 10% clearly inferior	4 20% below average	3 40% avarage	2 20% above average	1 10% clearly superior
Academic Performance *(Demonstrates excellence as evidenced by GPA.)*					
Relevance of Education *(Has had educational experiences appropriate for and lending strength to application.)*					
Verbal Communication *(Expresses thoughts and asks questions clearly during interview.)*					
Spirit, Vigor, Zeal *(Projects a genuinely enthusiastic approach to life.)*					
Extracurricular Activities *(Participates in University and/or community non-academic activities.)*					
Honors Achieved *(Recognized for accomplishments.)*					
Pre-Interview Preparation *(Demonstrates familiarity with organization based on study of recruiting literature and/or other sources of information.)*					
Motivation *(Projects aspiration for significant achievement.)*					

	5 10% clearly inferior	4 20% below average	3 40% average	2 20% above average	1 10% clearly superior
Self-Confidence *(Projects belief that goals can be accomplished in competition with others.)*					
Self-Evaluation *(Shows awareness of personal assets and liabilities related to employment potential.)*					
Vocational Maturity *(Demonstrates specific and realistic vocational planning.)*					
Work Experience *(Has had previous paid employment which lends strength to application.)*					
Interest in Organization's Opportunities *(Demonstrates a genuine and realistic interest in position(s) similar to those available within the interviewing organization.)*					
Awareness of Job Market *(Demonstrates knowledge of beginning salaries and current employment supply and demand conditions.)*					

COMMENTS:

III. DISPOSITION OF INTERVIEW

Check the statement which best describes your post-interview recommendation.

____ REJECT - no further contact with applicant.

____ HOLD - conference or other information necessary before disposition.

____ PURSUE - invite for follow-up interview or other customary "next step."

APPENDIX H

MATERIALS RELATED TO
FOLLOW UP QUESTIONNAIRE

UNIVERSITY OF VIRGINIA
CHARLOTTESVILLE
22903

OFFICE OF PLACEMENT
5 MINOR HALL

In this period of tight employment it has become increasingly important that the Office of Placement operate as effective as possible in meeting the needs of the students which it serves.

In order to improve the effectiveness of our program, it is necessary for us to receive an evaluation of our efforts by those whose needs we are seeking to satisfy. As one who recently utilized the services of the Office of Placement, you are in a position to indicate to us how effectively we met your needs and to suggest program improvements which we should make in order to better serve students. We will very much appreciate your taking a few moments to complete the enclosed questionnaire and return it to us in the stamped envelope provided. In order to analyze the data and act on your suggestions it will be necessary for you to return your completed questionnaire by August 9, 1971.

Let me stress that your responses will be held in strict confidence and will only be used by the placement staff to evaluate and improve our services.

Thank you for your cooperation and assistance. We wish you the very best in the future.

Sincerely,

Lawrence A. Simpson, Director
Office of Placement

LAS/pma
Enc.

SPECIAL NOTE TO ENGINEERING SCHOOL GRADUATES:
If you returned to us an earlier Engineering School - Placement Office Survey, we have completed duplicate questions for you. If you have not returned the earlier questionnaire, please complete the enclosed questionnaire in lieu of the Engineering School - Placement Office Survey.

UNIVERSITY OF VIRGINIA
CHARLOTTESVILLE
22903

OFFICE OF PLACEMENT
8 MINOR HALL

Recently you received a questionnaire in which you were asked to evaluate the services provided by the Office of Placement. Accompanying this questionnaire was a letter outlining the purpose of this evaluation and the importance of your response to the improvement of the effectiveness of our program. Let me reiterate the importance of your completed questionnaire to the evaluation of our program.

As yet, we have not received any response from you. Please take a few minutes to complete the questionnaire and return it to us in the stamped envelope which was provided for your convenience. We will appreciate your cooperation and assistance.

We wish you the very best in the future and will be glad to serve you should the need arise.

Sincerely,

Samuel H. Back, Ed.D.
Associate Director

SHB/rch

P.S. If you need another questionnaire, please contact me and I will be glad to send you one.

UNIVERSITY OF VIRGINIA
CHARLOTTESVILLE
22903

OFFICE OF PLACEMENT
5 MINOR HALL

30 August 1971

Recently you received a questionnaire and a follow-up letter in which you were asked to evaluate the services provided by the Office of Placement. Accompanying this questionnaire was an indication of the purpose of this evaluation and the importance of your response to the continued improvement of the U.Va. placement program.

We are now in the final stages of our evaluation and want very much to have your response to complete the study so that we may move toward developing a better placement program for present and future registrants.

As yet, we have not received a response from you. In case you may have misplaced the original questionnaire and stamped envelope, we are enclosing another one for your convenience. Please take a few minutes to complete the questionnaire and return it to us. We will appreciate your cooperation and assistance.

We wish you the very best in the future and will be glad to serve you should the need arise.

Sincerely,

Lawrence A. Simpson, Director
Office of Placement

LAS/pma

UNIVERSITY OF VIRGINIA
CHARLOTTESVILLE
22903

OFFICE OF PLACEMENT
5 MINOR HALL

We wish to thank you very much for completing and returning the Placement Services Questionnaire. This has been of great assistance to us in the evaluation of the U.Va. Placement program and should help us to better serve present and future registrants.

Unfortunately, Part II of your questionnaire was not completed. In order for us to evaluate and improve the career counseling service of the Office of Placement your attention to this part of the questionnaire will be of significant assistance.

We will be most appreciative if you would take a few moments to complete Part II of the questionnaire and return it to us in the stamped envelope provided.

Sincerely,

Lawrence A. Simpson, Director
Office of Placement

LAS/pma
Enc.

PLACEMENT SERVICES QUESTIONNAIRE

The purpose of this questionnaire is to evaluate the services provided by the placement office in order to better serve you.

All responses to the items contained in the questionnaire will be held in confidence and will remain anonymous. However, it is important that you give your name and student number in the space provided on this cover sheet so that we may know who has responded. Following receipt of the questionnaire, we will discard the cover sheet bearing your name.

After answering all applicable questions please return the questionnaire in the envelope provided.

NAME: _____ STUDENT NUMBER: _____

We will be pleased to provide you a copy of the composite results of this survey. Please check the space below if you wish to receive a copy.

_____ I would like to receive a copy of the composite results of the Placement Services Questionnaire.

My current address is: _____

_____

PLACEMENT SERVICES QUESTIONNAIRE

PART I FOR ALL PLACEMENT OFFICE REGISTRANTS

Please answer the following questions in terms of your placement experience.

General Data

1. For what reason(s) did you come to the placement office? Please rank applicable reasons in order of their importance to you (i.e. 1,2,3,4,5,6, 7, & 8 with 1 being the most important.)
   _____To identify vocational areas of interest to you and for which you are qualified.
   _____To locate information that would be helpful in making a career choice.
   _____To identify companies or school systems seeking employees in a specific job area.
   _____To develop or improve interview techniques.
   _____To find information about and/or interview with specific companies or school systems.
   _____To obtain information and advice about graduate/professional schools.
   _____To establish a credentials file for future use.
   _____Other, please specify _____.

2. What type of employment/graduate study did you seek? Please check the applicable employment/graduate study.
   _____Full-Time Employment
   _____Part-Time Employment
   _____Summer Employment
   _____Temporary Employment, pending military commitment
   _____Graduate/Professional School (please specify the discipline)_____
   _____Other, please specify _____

Interview Data

3. Did you schedule employment interviews during the current academic year?
   Yes _____ No _____
   If your answer to #3 is No, omit questions #4 through #8.

4. How many employment interviews did you have at the placement office? _____

5. How many interviews did you have which were arranged exclusive of assistance from the placement office? _____

6. How many interviewed organizations sent you a negative response? _____

7. How many interviewed organizations sent you no response at all? _____

8. What specific types(s) of position(s) were you seeking through your interviews? (i.e. Sales, Management, Research and Design, Banking, etc.) _____
   _____

Employment Data

9. How many employer visits were you offered? _____

10. How many employer visits did you accept? _____

11. How many job offers did you receive? _____

12. If you have selected a job, please indicate the applicable reason(s) for that selection in the order of importance to you (i.e. 1,2,3,4,5,6,7,8, 9, & 10 with 1 being most important.)

_____Salary	_____Appealing Job
_____Location	_____Job Security
_____Potential for Advancement	_____Kind of People You Met
_____Benefit Plans	_____Opportunity for Further Study
_____Reputation of Employer	_____Other (please specify)_____

13. If you have accepted a job, what will be your starting salary per month? _____

14. What was the range of the salaries per month of the job offers which you received? High $_____ Low $_____

Graduate School Data

15. Do you plan to be enrolled full-time in a graduate or professional school during the coming academic year? Yes _____ No _____

16. If your answer to #15 is Yes, please indicate the name of the graduate school and your area of academic concentration.
Graduate School _____ Concentration _____

Military Data

17. Will you be engaged in full-time military duty during the coming year?
Yes _____ No _____

Effects of Services

On the items below and on the following page please evaluate the placement services provided you in the placement office by marking the area on the scale which corresponds to your reaction to that statement. Please evaluate these statements in terms of your own experience in the placement office.

	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable To Me
18. The orientation to placement services and procedures was clear.	_____	_____	_____	_____	_____

	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable To Me
19. The orientation to placement services and procedures was thorough.	____	____	____	____	____
20. The staff of the placement office gave me individual attention.	____	____	____	____	____
21. The placement office registration procedure was clear.	____	____	____	____	____
22. The interview sign-up procedure was clear.	____	____	____	____	____
23. The employer specification/data sheets were useful.	____	____	____	____	____
24. The information available in the placement office about careers was useful.	____	____	____	____	____
25. The information available in the placement office about employers was useful.	____	____	____	____	____
26. The information available in the placement office about graduate/professional schools was useful.	____	____	____	____	____
27. The references to sources of information not available in the placement office was useful.	____	____	____	____	____
28. I was able to gain information about my career potential (interests, abilities, qualifications, etc.).	____	____	____	____	____
29. I was able to gain information about specific occupations.	____	____	____	____	____
30. I was able to gain information about specific employers.	____	____	____	____	____
31. I was able to gain information about graduate/professional schools.	____	____	____	____	____
32. I was able to remedy lack of job seeking skill(s).	____	____	____	____	____

	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable To Me
33. I was able to resolve the conflict between my academic preparation and my career goals.	_____	_____	_____	_____	_____
34. My credentials were effectively presented to prospective employers.	_____	_____	_____	_____	_____
35. The physical facilities for employment interviews in the placement office contributed to good interviewing.	_____	_____	_____	_____	_____
36. My overall placement experience met my needs.	_____	_____	_____	_____	_____

Function of A Placement Office

37. Which of the following do you conceive to be the major function(s) of the placement office on this campus. Please rank in the order of their importance to you (i.e. 1,2,3,4,5,6, & 7 with 1 being the most important).

_____Providing employment interviews
_____Providing employment and graduate/professional school information
_____Assisting students in making vocational decisions
_____Assisting students with interview techniques
_____Assisting students in locating career (or career-related) information
_____Establishing a credentials file
_____Other, please specify _____

38. Which of the following do you conceive to be the major function(s) of an ideal placement office. Please rank in the order of their importance to you (i.e. 1,2,3,4,5,6, & & with 1 being the most important).

_____Providing employment interviews
_____Providing employment and graduate/professional school information
_____Assisting students in making vocational decisions
_____Assisting students with interview techniques
_____Assisting students in locating career (or career-related) information
_____Establishing a credentials file
_____Other, please specify _____

39. What other office or service on this campus do you think is most similar to the placement service? _____

40. Please feel free to make any additional comments or suggestions you might have about the placement program.

THANK YOU FOR YOUR HELP AND COOPERATION.

PART II TO BE COMPLETED ONLY BY THOSE WHO RECEIVED FORMAL COUNSELING AT THE PLACEMENT OFFICE.

For our purposes, career counseling is characterized by a relationship between counselor and student which involves a series of scheduled conferences.

Career Counseling

1. How many counseling sessions did you attend? Group Sessions _____
   Individual Sessions _____

2. By whom were the counseling sessions initiated? By you _____
   By the counselor _____

On the items below please evaluate the career/educational counseling services provided you in the placement office by marking the area on the scale which corresponds to your reaction to that statement. Please evaluate these statements in terms of your own experience in the placement office.

Group counseling refers to sessions involving a counselor and more than one counselee. Individual counseling refers to sessions involving a counselor and one counselee. Items #5 through #8 should be responded to by students who participated in individual counseling sessions. Items #9 through #13 should be responded to by students who participated in group counseling sessions.

	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable To Me
3. The placement counselors were accessible.	____	____	____	____	____
4. My counselor(s) was (were) well qualified.	____	____	____	____	____
5. What I said in INDIVIDUAL counseling sessions was maintained in strict confidence.	____	____	____	____	____
6. The physical facilities for INDIVIDUAL counseling sessions contributed to a good counseling experience.	____	____	____	____	____
7. My INDIVIDUAL counseling sessions were useful.	____	____	____	____	____
8. My INDIVIDUAL counselor(s) was (were) helpful to me.	____	____	____	____	____
9. What I said in GROUP counseling sessions was maintained in strict confidence.	____	____	____	____	____

	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable To Me
10. The physical facilities for GROUP counseling sessions contributed to a good counseling experience.	_____	_____	_____	_____	_____
11. My GROUP counseling sessions were useful.	_____	_____	_____	_____	_____
12. My GROUP counselor(s) was (were) helpful to me.	_____	_____	_____	_____	_____
13. The other members of my GROUP were helpful to me.	_____	_____	_____	_____	_____

14. Please feel free to make additional comments or suggestions about your counseling experience.

THANK YOU FOR YOUR HELP AND COOPERATION.

APPENDIX I

ALL RESPONSES TO PLACEMENT SERVICES QUESTIONNAIRE

RESPONSES TO PLACEMENT SERVICES QUESTIONNAIRE

PART I. FOR ALL PLACEMENT OFFICE REGISTRANTS

General Data

1. For what reason(s) did you come to the placement office? Please rank applicable reasons in order of their importance to you (i.e., 1,2,3,4,5,6,7, & 8 with 1 being the most important).

MEAN RANK Controls	MEAN RANK Project	
4.15	3.69	To identify vocational areas of interest to you and for which you are qualified.
4.11	3.43	To locate information that would be helpful in making a career choice.
2.34	2.67	To identify companies or school systems seeking employees in a specific job area.
4.77	4.08	To develop or improve interview techniques.
1.85	2.49	To find information about and/or interview with specific companies or school systems.
5.23	5.75	To obtain information and advice about graduate/ professional schools.
4.23	5.05	To establish a credentials file for future use.
6.40	3.80	Other, please specify _____.

2. What type of employment/graduate study did you seek? Please check the applicable employment/graduate study.

Controls	Project	
34	39	Full-Time Employment
0	1	Part-Time Employment
4	3	Summer Employment
1	2	Temporary Employment, pending military commitment
6	5	Graduate/Professional School (please specify the discipline)_____.
2	2	Other, please specify _____.

Interview Data

3. Did you schedule employment interviews during the current academic year? Yes: (Controls) 42, (Project) 37; No: (Controls) 0,(Project) 8. If your answer to #3 is No, omit questions #4 through #8.

4. How many employment interviews did you have at the placement office? Controls: 6.02 Project: 12.21

5. How many interviews did you have which were arranged exclusive of assistance from the placement office? Controls: 3.50 Project: 2.24

NOTE: Controls refers to the responses of randomly selected placement registrants; Project refers to Project participants. Numbers are frequencies unless noted.

6. How many interviewed organizations sent you a negative response?
   Controls: 4.59 Project: 9.11

7. How many interviewed organizations sent you no response at all?
   Controls: 1.03 Project: 1.89

8. What specific type(s) of position(s) were you seeking through your interviews? _____.

Employment Data

9. How many employer visits were you offered? Controls: 2.36 Project: 1.71

10. How many employer visits did you accept? Controls: 2.03 Project: 1.38

11. How many job offers did you receive? Controls: 1.43 Project: .78

12. If you have selected a job, please indicate the applicable reason(s) for that selection in the order of importance to you (i.e., 1,2,3,4, 5,6,7,8,9, & 10 with 1 being most important).

MEAN RANK		
Controls	Project	
4.41	4.31	Salary
3.90	4.40	Location
4.15	3.33	Potential for Advancement
6.75	7.50	Benefit Plans
5.65	4.21	Reputation of Employer
3.14	1.89	Appealing Job
5.95	5.64	Job Security
6.00	4.69	Kind of People You Met
5.84	5.14	Opportunity for Further Study
2.38	2.78	Other (please specify) _____.

13. If you have accepted a job, what will be your starting salary per month? Controls: $847 Project: $745

14. What was the range of the salaries per month of the job offers which you received? High: (Controls) $934; (Project) $780
    Low: (Controls) $825; (Project) $725

Graduate School Data

15. Do you plan to be enrolled full time in a graduate or professional school during the coming academic year? Yes: (Controls) 10; (Project) 7; No: (Controls) 27; (Project) 33.

Military Data

17. Will you be engaged in full-time military duty during the coming year?
Yes: (Controls) 4; (Project) 11; No: (Controls) 35; (Project) 34.

Effects of Services

On the items below and on the following page please evaluate the placement services provided you in the placement office by marking the area on the scale which corresponds to your reaction to that statement. Please evaluate these statements in terms of your own experience in the placement office.

	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable To Me
18. The orientation to placement services and procedures was clear.	Controls 5 Project 3	Controls 19 Project 21	Controls 7 Project 13	Controls 3 Project 4	Controls 3 Project 4
19. The orientation to placement services and procedures was thorough.	Controls 2 Project 3	Controls 17 Project 16	Controls 13 Project 17	Controls 4 Project 5	Controls 4 Project 4
20. The staff of the placement office gave me individual attention.	Controls 9 Project 23	Controls 18 Project 18	Controls 6 Project 3	Controls 2 Project 0	Controls 7 Project 1
21. The placement office registration procedure was clear.	Controls 6 Project 10	Controls 28 Project 23	Controls 4 Project 9	Controls 2 Project 2	Controls 2 Project 1
22. The interview sign-up procedure was clear.	Controls 7 Project 11	Controls 26 Project 26	Controls 7 Project 2	Controls 1 Project 1	Controls 1 Project 5
23. The employer specification/data sheets were useful.	Controls 14 Project 14	Controls 18 Project 21	Controls 5 Project 5	Controls 0 Project 0	Controls 5 Project 5

Note. - Totals not equal due to omission of responses on questionnaires.

	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable To Me
24. The information available in the placement office about careers was useful.	Controls 6 Project 5	Controls 18 Project 24	Controls 5 Project 5	Controls 1 Project 3	Controls 11 Project 8
25. The information available in the placement office about employers was useful.	Controls 6 Project 9	Controls 31 Project 23	Controls 3 Project 6	Controls 0 Project 2	Controls 2 Project 5
26. The information available in the placement office about graduate/professional schools was useful.	Controls 0 Project 1	Controls 6 Project 10	Controls 4 Project 2	Controls 1 Project 1	Controls 31 Project 30
27. The references to sources of information not available in the placement office was useful.	Controls 1 Project 2	Controls 7 Project 8	Controls 5 Project 8	Controls 0 Project 3	Controls 29 Project 22
28. I was able to gain information about my career potential (interests, abilities, qualifications, etc.).	Controls 3 Project 6	Controls 10 Project 19	Controls 8 Project 8	Controls 3 Project 7	Controls 17 Project 5
29. I was able to gain information about specific occupations.	Controls 4 Project 6	Controls 13 Project 25	Controls 7 Project 5	Controls 1 Project 1	Controls 17 Project 7
30. I was able to gain information about specific employers.	Controls 8 Project 9	Controls 27 Project 24	Controls 3 Project 6	Controls 0 Project 1	Controls 3 Project 4

	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable To Me
31. I was able to gain information about graduate/professional schools.	Controls 1 Project 2	Controls 7 Project 10	Controls 1 Project 0	Controls 1 Project 1	Controls 32 Project 30
32. I was able to remedy lack of job seeking skill(s).	Controls 2 Project 5	Controls 12 Project 19	Controls 8 Project 7	Controls 4 Project 2	Controls 15 Project 11
33. I was able to resolve the conflict between my academic preparation and my career goals.	Controls 0 Project 2	Controls 11 Project 11	Controls 7 Project 8	Controls 1 Project 9	Controls 22 Project 13
34. My credentials were effectively presented to prospective employers.	Controls 6 Project 10	Controls 24 Project 20	Controls 6 Project 7	Controls 1 Project 2	Controls 3 Project 6
35. The physical facilities for employment interviews in the placement office contributed to good interviewing.	Controls 5 Project 5	Controls 19 Project 24	Controls 9 Project 8	Controls 5 Project 2	Controls 0 Project 6
36. My overall placement experience met my needs.	Controls 4 Project 8	Controls 21 Project 16	Controls 7 Project 13	Controls 4 Project 5	Controls 4 Project 1

Function of A Placement Office

37. Which of the following do you conceive to be the major function(s) of the placement office on this campus. Please rank in the order of their importance to you (i.e., 1,2,3,4,5,6, & 7 with 1 being the most important).

MEAN RANK		
Controls	Project	
1.31	1.59	Providing employment interviews.
2.71	2.78	Providing employment and graduate/professional school information.
4.82	4.26	Assisting students in making vocational decisions.
4.41	3.80	Assisting students with interview techniques.
3.97	3.90	Assisting students in locating career (or career-related) information.
3.65	4.23	Establishing a credentials file.
6.11	6.80	Other, please specify _____.

38. Which of the following do you conceive to be the major function(s) of an ideal placement office. Please rank in the order of their importance to you (i.e., 1,2,3,4,5,6, & 7 with 1 being the most important).

MEAN RANK		
Controls	Project	
1.59	2.00	Providing employment interviews.
2.71	3.02	Providing employment and graduate/professional school information.
4.24	3.05	Assisting students in making vocational decisions.
4.21	3.80	Assisting students with interview techniques.
3.62	3.35	Assisting students in locating career (or career-related) information.
4.03	4.81	Establishing a credentials file.
6.11	5.00	Other, please specify _____.

PART II COMPLETED BY PROJECT PARTICIPANTS

Career Counseling

	Strongly Agree	Agree	Disagree	Strongly Disagree	Not Applicable To Me
1. The placement counselors were accessible.	15	17	2	0	0
2. My counselor(s) was (were) well qualified.	11	22	0	0	0
3. What I said in INDIVIDUAL counseling sessions was maintained in strict confidence	9	16	0	0	0
4. The physical facilities for INDIVIDUAL counseling sessions contributed to a good counseling experience.	6	13	6	0	0
5. My INDIVIDUAL counseling sessions were useful.	11	13	1	1	4
6. My INDIVIDUAL counselor(s) was (were) helpful to me.	10	12	2	1	4
7. What I said in GROUP counseling sessions was maintained in strict confidence.	3	12	0	0	13
8. The physical facilities for GROUP counseling sessions contributed to a good counseling experience.	1	8	6	0	13
9. My GROUP counseling sessions were useful.	1	8	6	0	13
10. My GROUP counselor(s) was (were) helpful to me.	2	9	4	0	13
11. The other members of my GROUP were helpful to me.	0	7	7	1	13

NOTE: Question numbers correspond to those on original questionnaire.

APPENDIX J

FINAL REPORT SUBMITTED BY PROJECT COUNSELORS

ESSO EDUCATION FOUNDATION PROJECT AT U.VA. (1970-71)
Summary of Clients Seen by W. M. Withers & R. K. Harwood
As Of July 1, 1971

I. Group Clients: 19; 2 groups of 5 each; 3 groups of 3

Still Pursuing Employment	8
Graduate School	2
Military Service	3
Employed	6

II. Individual Clients: 34

Still Pursuing Employment	13
Graduate School	2
Military Service	4
Employed	8
Still in Formal Counseling	2
Rising 4th year student	1
VISTA volunteer	1
Unknown (no records on file)	3

III. Of those still pursuing employment (21), 15 have continued to come by the office periodically for "informal" counseling. Of those who are still seeking employment, all felt that their initial goal was met. They are now in the process of implementing what they have learned.

IV. "One-shot" information-giving, non-counseling encounters.

Approximately 400 (Service to more than 200 different students.)

V. We talked with approximately 25 recruiters to discuss interviews, employment market, etc.

VI. Comments and Suggestions

A. Suggest a more formal orientation of counselors prior to week of intensive training.

B. Books and pamphlets mailed during the summer were confusing, as we did not know what we were looking for when reading them.

C. Audio/videotaping of trainees' role-playing was very helpful.

D. Encourage a wider variety of, and the production of, more and up-to-date videotapes regarding the interview process, especially in aerospace engineering.

E. Encourage more dialogue with the other placement offices on the Grounds.

F. Suggest less time-lag between formal training and actual counseling.

G. Encourage "selling" placement counseling to students in the College during the latter half of their third year.

H. Suggest more publicity regarding placement services and counseling.

I. Suggest more "intra-office communication and diversified staff in the way of general office meetings periodically, e.g., we referred our clients to the Pre-Law Advisors, but they never reciprocated. Many of their clients could have used counseling to set up some realistic goals prior to their decision to apply to law schools.

J. Suggest more constructive criticism, or "negative feed back", regarding the performance of the counselors-in-training.

K. By and large, the training was excellent and the trainers' enthusiasm was very high and infectious.